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ABSTRACT

Outlined and evaluated in this paper is the collaborative process used by Project 81 state educational agency (SEA), local educational agency (LEA) and support staff in planning and managing a survey to validate life-role competency statements at twelve pilot sites in Pennsylvania. The project is a Pennsylvania Department of Education competency-based education program; its aim, to redefine the states' goals for public education in terms of the competencies needed by young people to function effectively in society. Survey methodology answered the Project's need for a standard, reliable, cost-effective procedure for obtaining generalizable opinion data pertinent to community referenced goal and priority setting. The validation survey allowed the community to review and assign values to proposed competencies. Initial survey conceptualization, tryout/revision, final design, and implementation processes are described and appended together with a partial summary of survey results at a sample pilot site. (Author/AEF)

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Large Scale Surveys: Interagency Collaboration

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*At sites where more than one Coordinator served, at some point during the past three years, both Coordinators are listed.

Large Scale Surveys: Interagency Collaboration

Abstract

This paper outlines and analyzes the collaborative process used by Project 81 state educational agency (SEA), local educational agency (LEA), and support staff in planning and managing a survey to validate life-role competency statements at 12 pilot sites in Pennsylvania. Survey methodology answered the Project's need for a standard, reliable, cost-effective procedure for obtaining generalizable opinion data pertinent to community referenced goal and priority setting . Initial survey conceptualization, tryout/revision, final design and implementation processes are described. Sample results and an ancillary response rate study are also cited. The paper is of interest from both a survey process and a survey product perspective.

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Large Scale Surveys: Interagency Collaboration

Introduction

In 1978 the Pennsylvania Department of Education's (PDE) competency-based education/(CBE) program, Project 81, initiated and coordinated the management of a survey in 12 pilot sites across the state. The survey was one component, at each local site, of a larger needs assessment procedure. The survey provided school and community opinion data, regarding the perceived relative importance of locally generated competency statements, and assisted in establishing priorities for curriculum development and implementation. This paper describes and explains the collaborative activities engaged in by SEA, LEA and support staff in planning and managing the survey. A sample of the product which resulted and an ancillary response rate study are also cited.

Some general background information is desirable to provide a context for the process and to facilitate understanding of why specific activities were carried out as they were. Project 81 was mandated by the State Board of Education in 1976 and charged, among other things, with redefining the state's goals for public education in terms of competencies needed by young people to function successfully in modern society. Twelve sites were selected from across the state to assist Project staff in developing and examining school programs which focused on competency acquisition. A local project Coordinator, supported by state funds, was selected to coordinate Project activities at each site. The five year timeline for the Project involved, respectively: (1) overall planning and generation of competency statements; (2) validation of competency statements and task analysis;

(3) needs assessment, curriculum revision and review of community resources;
(4) implementation and preliminary evaluation of revised curriculum; and
(5) Project evaluation and recommendations to the State Board of Education.

Project staff responsibilities included Project design, coordination and management, and the provision of support for pilot site activities. The local Coordinators' responsibilities included liaison with the state and management of the local project implementation process. The Coordinators also generally managed or coordinated the overall documentation, development, and evaluation efforts in their respective districts. Select PDE support services and the Regional Exchange(Rx) of Research for Better Schools(RBS) provided the Project and the Coordinators with ongoing technical assistance and support on a request basis.

Each district negotiated a separate contract with the state Project officer to complete the specified annual goals. Project 81 staff managed the Project primarily through monthly meetings and regularly scheduled field visits. The monthly planning-sharing-communication meetings involved Project staff, the 12 local Coordinators, select PDE support staff and Rx staff. As a matter of policy Project 81 staff attempted to facilitate consensus among the 12 local Coordinators, regarding the specifics of particular Project tasks to be implemented. Sufficient leeway, however, was allowed in conducting Project activities to accommodate individual differences in pilot sites. Monthly meetings, therefore, usually involved Project design related presentations or proposals followed by discussion to reach consensus regarding the "givens" and the "options" related to the imple-

mentation of particular tasks. The procedure accomodated differences in individual needs and facilitated ownership and commitment.

Collaborative Survey Development and Implementation

At the point in time of relevance to this paper, Project 81 staff had reviewed PDE and Rx proposals regarding general alternatives (interviews, small group techniques and/or surveys) for validating the competency statements or expectations which had been generated by the community at each Project site. Project staff solicited further recommendations and technical elaboration regarding the potential alternative procedures for obtaining community and pilot district staff opinion on the relative importance of the competencies (i.e., validation). PDE Research Division staff and Rx staff collaborated to assess the alternatives and decided to recommend a survey procedure for reasons of generalizability of results, replicability of process, and general economy. Preliminary discussions with Project 81 state staff generally reinforced this thinking. From this point on, the ten major activities which occurred and the considerations involved are described as follows:

1. Survey Conceptualization and Proposal Preparation Activities. PDE Research and Rx staff prepared (January 1-18) a 30 page validation survey proposal (see Appendix A) detailing 20 suggested design and implementation points for consideration along with sample materials for 11 of the points (questionnaire, pre-letters, etc.) based on R&D outcomes related to survey methodology.

Considerations. The primary consideration at this point was to design a proposal for validation and present it in sufficient detail to provide the Project staff and Coordinators with a clear vision of the proposed activity. Sufficient detail was required to avoid ambiguities about proposed activities to facilitate understanding and decision-making. Accordingly, specific samples of the suggested questionnaire design, format, sampling alternatives, etc., tailored to the context of the Project, were prepared for presentation to the state staff and Coordinators.

2. Proposal Presentation

Activities. Formal presentation of the above proposal to Project 81 staff and the 12 pilot site Coordinators at a monthly meeting (January 19) met with generally favorable reaction. Subsequent discussion led to a group decision to conduct tryouts at one or more pilot sites to examine: general questionnaire clarity, format, and length factors; specific competency statement and question wording and number considerations; and general reactions to the survey materials (letters/questionnaire).

Considerations. A primary consideration in presenting the proposed survey was to recognize and capitalize upon the decision-making role of the Project 81/local Coordinator group. The proposed survey was presented, therefore, as a recommended alternative and not as a fait accompli. The proposed undertaking was quite complex and a number of conceptual and procedural issues remained to be resolved. The specific conceptual and procedural issues which needed to be resolved were pointed out to the group. Subsequent discussions and preliminary resolution of these issues was in

order to initiate the collaborative process and facilitate feelings of ownership and commitment by all involved.

3. Preliminary Tryouts

Activities. Two structured tryouts (February 28 and March 14) were designed and conducted at LEA pilot sites by PDE Research and Rx staff with the on-site participation and cooperation of select Project staff and select LEA Coordinators. The 75 citizens who participated were exposed to standard directions and debriefing procedures. Modifications incorporated between tryouts one and two were decided primarily via consensus of the staff present at the first tryout. These same staff recommended suggestions for a third tryout.

Considerations. A prime consideration in conceiving the tryouts was to insure that the Project staff and Coordinators had a say in conceptualizing the survey instrument and implementation procedures to be tried out. PDE Project 81 and local Coordinator staff expressed strong interest in both the design and the management aspects of the survey. Their suggestions incorporated in the tryouts, enabled them to exert control in both of these areas. Specific issues (i.e., the number and wording of questions, and the questionnaire length) were debated strongly by PDE Research, Rx, Project and Coordinator staff until consensus or compromise was reached.

4. Report on Tryouts

Activities. PDE Research and Rx staff reported on the findings of the two tryouts at the next Project monthly meeting (March 20). Samples of the tryout directions and materials, with the summarized responses of the participants to tryout questions, were presented along with recommendations

and a revised version of the questionnaire (see Appendix B). The group agreed to the need for a third tryout to appraise revised letters, directions, and competency statement formats. Tryouts of two and three question versions of the questionnaire, half versus whole questionnaires, and a "limited mailout" were also discussed and agreed on.

Considerations. At this point in the collaborative effort attention was devoted to insuring that the results of the tryout and appropriate recommendations were summarized for the Project 81 and local Coordinator staff. It was important to demonstrate that: their initial suggestions (January 19) had been acted on; valid tryout data had been collected; and additional tryout variations were in order. At the end of the March 20 meeting, the entire collaborative group owned the questionnaire.

5. Final Tryout

Activities. PDE Research, Rx, and Project staff conducted the third tryout (April 14) with 23 volunteers at a third pilot district. In addition to the tryout contact with the 23 volunteers, equal numbers (25) of questionnaires, containing either all of the Project competency statements (whole questionnaire) or only half of the competency statements (half questionnaire), were mailed to 50 randomly selected residents to obtain an estimate of the potential response rate to the more lengthy and shorter versions of the questionnaire.

Considerations. The final tryout provided the opportunity to check systematically on specific variations of a number of remaining factors (format, content, length, wording, response-ease, clarity, appeal, etc.)

regarding the design of the questionnaire and accompanying procedures. These variations grew out of concerns expressed by the Project 81/Coordinator group in the course of the March 20 meeting. The key concern was to approximate the actual survey content and process as closely as possible to obtain a valid sampling or responses to the materials for final decision making.

6. Report on Final Tryout

Activities. PDE Research and Rx staff reported (see Appendix C) the findings and recommendations derived from the third tryout at the Project's monthly meeting (April 26) and participated in outlining a timeline for the survey. Project staff and the 12 Coordinators discussed the alternatives and voted on the general format and substantive design of the questionnaire. LEA "givens" and LEA "options" regarding the survey were discussed and agreed upon. Four pilot sites also agreed to incorporate a response rate study, proposed by Rx staff, in their implementation of the survey. A date of May 12 was agreed upon for the formal Project communication, to the Coordinators, of the details outlining the agreed upon procedures for the design and implementation of the local validation survey.

Considerations. A number of concerns drove the April 26 meeting. Of paramount concern was the need for objective, structured reporting of the tryout results to facilitate collaborative group decision making on a number of topics where closure was required to get the survey underway. Decisions regarding the number of questions per competency statement and the number of statements per questionnaire needed to be resolved. A timeline and implementation guidelines also needed to be discussed. By a

process of group concensus and compromise, therefore, a decision was made to incorporate three, as opposed to two, questions per competency statement. Similarly, a decision was made to include all of the competency statements on one questionnaire as opposed to dividing them between two questionnaires and doubling the sample size. A timeline to facilitate the management and control of the survey across the dispersed sites was also proposed, discussed and decided upon. Finally, preliminary discussion of survey implementation guidelines and specific "How-to-do-it" tips was aired and later formalized (May 12), to insure that there would be appropriate uniformity across districts in the implementation of the survey.

7. Questionnaire Model and Implementation Guidelines.

Activities. Project, PDE Research and Rx staff met with PDE Graphic Arts staff at PDE (May 5,6) to lay out the final format of the Project 81 local validation "model" questionnaire. Twenty-five specific implementation guidelines, to be followed by the local Coordinators to assure the systematic implementation of the survey, were also developed collaboratively. These materials were mailed to the Coordinators by May 12 (see Appendix D).

Considerations. The planning and management concerns reflected immediately prior to the implementation of the survey focused on the specific "How-to-do-it" needs of the local coordinators and concomitantly, on the tasks/products/processes involved. The above concerns were resolved by developing the above mentioned model questionnaire and survey implementation guidelines. These documents, supplemented by phone communications, served to provide the information, technical and management support assistance needed by the Coordinators to implement successfully and independently the

entire survey process at the 12 dispersed sites with some measure of uniformity of process among sites.

8. Survey Implementation.

Activities. The local Coordinators managed the surveys in their respective districts during the months of June, July and August. The survey questionnaires were generally mailed out in each pilot site on or before June 2. Eight of the 12 sites engaged in two or more followups. At these sites, the response rate ranged from 63 to 74 percent with the average being 70 percent. At the three sites where only one follow-up was conducted, the response rates were 44, 48 and 49 percent respectively. At the one site where no follow-up was conducted, the response rate was 18 percent. Overall, the highly respectable response rates obtained at ten of the twelve sites was due in large part to the diligent follow-up work of the local Coordinators. Table 1 presents a graphic display of the survey implementation procedures and the return rates at the various sites.

Considerations. Project management concerns during this phase of the collaborative effort focused on insuring that the highly publicized surveys were implemented within a common time frame and that follow-up procedures were pursued vigorously at each of the various sites.

9. Data Management.

Activities. By pre-agreement, individual sites forwarded raw returns to PDE Research Division staff for data reduction and analysis (August and September).

Considerations. Support considerations during this phase of the pro-

cess focused on developing a processing system to reduce and analyze the data. Specifications (graphic and statistical displays) for reporting the data back to the Coordinators were also devised by PDE Research Division staff.

10. Data Interpretation.

Activities. Computer printouts were returned in October by PDE Research staff to pilot site Coordinators for subsequent utilization and decision-making related to the Project's forthcoming needs assessment phase.

Considerations. A key consideration at the close of the survey process was to insure that SEA technical assistance was provided to the local Coordinators with the interpretation of the processed survey data. Both individual and group meetings were arranged to facilitate LEA data interpretation by unbiased, objective, SEA technical assisters from the PDE Research Division.

Evaluation of the Process

Overall, the local validation survey was considered to be quite successful by all parties involved. Considering the interagency competition that exists in education in general, the survey process described herein stands as a milestone of collaborative effort. Several factors can be posited to have contributed to the successful design, management, coordination and implementation of the Project 81 local validation survey:

- The suggested steps for survey design, tryout and implementation were based on empirically derived survey research findings and state-of-the-art craft-knowledge about survey methodology.

- The initial survey proposal, interim tryouts report, final tryout report, and implementation procedure guidelines documents (Appendices A,B,C and D, respectively) prepared by PDE Research and Rx staff, were highly structured and thoroughly documented -- thus affording Project staff and Coordinators concrete, unambiguous examples and suggestions to facilitate data-based decision making and to guide implementation.
- The participation of select Coordinators and Project staff, as participant observers in the three tryouts, facilitated the task of successively shaping the final design of the questionnaire. These staff shared their first hand observations of the tryouts with their peers at the follow-up decision making meetings and facilitated significantly the process of obtaining group consensus on specific survey design and procedural issues.
- Project 81 staff fully utilized, supported, cooperated with and actively supplemented PDE Research Division and Rx staff consultant input and recommendations.
- The systematic development of the validation survey procedure across several of the Project's monthly meetings, with the opportunity for input and debate by Project, Coordinator, Rx and PDE Research Division staff, further contributed to the strong feelings of ownership and support reflected by all of the above concerned parties.
- Finally, the dedication of the local Coordinators resulted in highly conscientious implementations and extensive follow-ups of

the validation surveys in their respective sites -- which in turn led to the generally high response rates which were obtained.

Sample Results and Ancillary Response Rate Study

Sample Results

Appendix E presents for perusal a partial summary of the survey response data from a sample district. Tables 2-4, in Appendix E, present the competencies in rank order of importance, based on the percent of positive response to questions A, B, and C, respectively. Chart 2 presents the distribution of these percentages within percentile bands to indicate the relative perceived importance and range of responses to the competencies. Similar displays of the survey results were prepared at each pilot site. The Appendix E materials were part of a presentation of results to the local school board.

Ancillary Response Rate Study

Data from the ancillary response rate study are also summarized in Tables 2 and 3. The cumulative totals presented at the bottom of Table 3 show that there was little difference in the response rates of plain white versus colored questionnaires over the course of the eight week return period. The final totals were 484 and 518, respectively. The failure to find a difference in response rate due to the color of questionnaire received, at any of the four sites that participated in the response rate study, was probably due to the content and length of the questionnaire. That is, decisions to respond to a lengthy questionnaire were probably overriding and washed out the usual effects of color.

Table 1

Survey Implementation Procedures and Returns

	Preletter Mailout	Survey Mailout	Follow-up by Letter	Follow-up by Letter	Follow-up by Phone Call	Follow-up by Handwritten Letter	Follow-up by Home Visit	Data Collection Terminated	Total # of Returns	Percent of Return
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
District A	MAY 23 400	JUN 2 *(1) 400/223	JUN 19 157/59		JUL 11-19 44/6			AUG 8	288	72%
District B	JUN 7 1200	JUN 16-18 1017/453	JUL 25 103/35					AUG 7	488	48%
District C		JUN 2 2000/357						JUL 14	357	18%
District D	MAY 26 400	JUN 5 400/169	JUN 19 231/87		JUL 9 144/34			JUL 28	290	73%
District E	MAY 22 400	JUN 2 397/158	JUL 3 259/135					AUG 7	293	74%
District F	MAY 12 399	MAY 22-26 399/290 (Hand	JUN 5 delivery & return for pick-up, by 31 students)		JUN 12-23		MAY 26-28	AUG 8	290	73%
District G	JUN 19 400	JUN 26 400/148			JUL 17-20 224/31			JUL 31	174	44%
District H	MAY 22 400	JUN 2 400/109	JUN 12 291/87	JUN 23 204/55	JUL 19-20 149/13			JUL 31	264	66%
District I	MAY 23 3320	JUN 2 *(2) 3320/980	JUN 12 2000/635					SEP 30	1615	49%
District J	MAR 22 500	APR 5 *(2) 500/175	APR 15 195/95	APR 25	APR 15-25 65/20		APR 15-25 50/45	JUN 5	335	67%
District K	MAY 23 400	JUN 2 400/116	JUN 12-17 256/80	JUN 22-27 151/35	JUL 59/13	JUL 41/3	JUL 6/6	AUG 8	253	63%
District L	MAY 23 400	JUN 3 400/137	JUN 3 263/104		JUL 14 108/20		JUL 14-20 26/20	JUL 28	281	70%

KEY: *(1): The entry "400/223" in column 2 for District A indicates that 400 surveys were mailed out on June 2. Between that date and the next follow-up (June 19) 223 surveys were returned. Similarly, the 44 follow-up phone calls placed on July 11-19 (column 5) resulted in 6 returns.

*(2): The figures for Districts I and J are estimates. (i.e., return rates in col. 1-5)

Table 2

Project 81 local validation response rate study:
Tabulation of number of colored versus plain white
questionnaires returned on specific dates in four model districts

	June					July															
	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25
District H																																					
QUESTIONNAIRE																																					
Colored		10	11	11	12	9	8			5	11	10	3	2	1	5	3	3	6																		
Plain White	1	10	15	7	4	8	6			3	13	8	5	4	1		1	5	2																		
District A																																					
QUESTIONNAIRE																																					
Colored	3	20	16	3	18	12	6			11	5	8	1	1	5	3	3	3		2					1	2			1	4	6		1	2		4	
Plain White	5	19	14	5	11	14	8			2	2	7	2	4	7	4	4	2	5	2	2		4					2	1	3	2	1		2	3		
District L																																					
QUESTIONNAIRE																																					
Colored	20	15	12	7	3	10	4	8	4	10	15	2	4		1							7															
Plain White	9	21	11	6	7	9	3	7	2	7	11	7	4	1	11							6															
District D																																					
QUESTIONNAIRE																																					
Colored			2	13	12	13	10	10	9	9	2	3	1	3	14	9	3	3	3		2		1	1	2	1		2	5	6	2	2	1		1		
Plain White				16	11	10	7	4	7	9	4	4	1	5	12	5	4	5	2		3		3	1		2	1	3	2	1	5	1	2		1			1
TOTALS																																					
QUESTIONNAIRE																																					
Colored	23	45	41	34	45	44	25	15	29	35	35	9	8	9	23	15	9	9	5		2		8	1	3	3		3	9	12	2	3	3		5		
Plain White	15	50	40	34	33	41	24	11	14	31	30	18	13	14	27	10	11	12	4		5		11	1		2	1	3	4	2	8	3	3		3		3	1

Note: The cumulative totals for Districts H, A, L and D — reported in Tables 2 and 3 — are based on returns obtained only via mail follow-ups. Returns received via phone follow-ups were not included in the totals. Hence, the grand totals reported in Tables 1 and 3 for these districts differ.

Table 3

Project 81 local validation response rate study:
Tabulation of weekly returns and cumulative total per week

	Week ending June 9th		Week ending June 16th		Week ending June 23rd		Week ending June 30th		Week ending July 7th		Week ending July 14th		Week ending July 21st		Week ending July 28th	
	Total returns for week:	Cum. total	Total returns for week:	Cum. total	Total returns for week:	Cum. total	Total returns for week:	Cum. total	Total returns for week:	Cum. total	Total returns for week:	Cum. total	Total returns for week:	Cum. total	Total returns for week:	Cum. total
District H																
QUESTIONNAIRE																
Colored	44	(44)	33	(77)	21	(98)	12	(110)	-	(110)	-	(110)	-	(110)	-	(110)
Plain White	37	(37)	30	(67)	18	(85)	8	(93)	-	(93)	-	(93)	-	(93)	-	(93)
District A																
QUESTIONNAIRE																
Colored	60	(60)	34	(94)	18	(112)	8	(120)	1	(121)	7	(128)	9	(137)	4	(141)
Plain White	54	(54)	26	(80)	24	(104)	13	(117)	6	(123)	3	(126)	8	(134)	3	(137)
District L																
QUESTIONNAIRE																
Colored	57	(57)	36	(93)	22	(115)	-	(115)	7	(122)	-	(122)	-	(122)	-	(122)
Plain White	54	(54)	28	(82)	34	(116)	-	(116)	6	(122)	-	(122)	-	(122)	-	(122)
District D																
QUESTIONNAIRE																
Colored	27	(27)	51	(78)	23	(101)	18	(119)	6	(125)	8	(133)	11	(144)	1	(145)
Plain White	27	(27)	37	(64)	26	(90)	16	(106)	7	(113)	9	(122)	9	(131)	1	(132)
Grand TOTALS																
QUESTIONNAIRE																
Colored	188	(188)	154	(342)	84	(426)	38	(464)	14	(478)	15	(493)	20	(513)	5	(518)
Plain White	172	(172)	121	(293)	102	(395)	37	(432)	19	(451)	12	(463)	17	(480)	4	(484)

*Cum. = Cumulative Total

Appendix A

Validation Survey Proposal

Appendix A

Validation Survey Proposal

NOTE: In the introduction to the workshop it was noted that three procedures might be employed in validating the competency statements: interview techniques, small group meetings and/or a questionnarie survey. It was stated that the latter procedure might produce the most generalizable results . . . . and hence the workshop was designed to instruct the participants as to how to conduct a community survey.

It was further noted that the workshop materials were structured with the following assumptions or points in mind:

- It was expected that each district would have about 60 competency statements to validate.

- It was expected that the coordinators would most likely be the ones to design and implement the survey ... if their districts approved it.

- It was assumed that local monies would be available for the survey.

- It was assumed that two separate questionnaires (30 competency statements per questionnarie) might be required in order to lighten the task of responding. It was stated, however, that this might leave the respondents with insufficient information about the total range of competencies ... and result in problems. It was stressed that a tryout would be needed to determine how much material could be included in a given questionnaire.

- It was assumed that the PDE might provide centralized assistance with data reduction and analysis.

- It was assumed that the two questions included in the "sample questionnaire" were open to modification depending on the needs of the individual districts. It was stated that it might be premature to ask if each competency statement should be made a high school graduation requirement. (In Ed Patrick's opinion this latter point did not receive sufficent exposure and discussion.)

- Finally, it was noted that the workshop materials were generated solely to facilitate local decision making re Phase II, local validation. It was stated that all sample materials would require further tryout and revision if local districts did indeed decide that it would be appropriate to conduct a survey.

OVERVIEW

1. General Purpose and Proposed Procedures for Local Validation
* 2. Proposed Questionnaire Format
* 3. Use of Survey Endorsement Committee
* 4. Sample Questionnaire Pre-Letter

* 5. Sample Questionnaire Cover Letter
6. Response Rate Considerations
* 7. Sample Questionnaire Follow-up Letter
8. Necessity of a Tryout and a Revision

* 9. Estimated Materials Costs for the Proposed Survey
10. Suggested Staff
** 11. Suggested Sampling Frame and Example of Sampling Procedure

12. Suggested Public Relations Effort
* 13. Data Reduction Considerations
14. Data Analysis Considerations
* 15. Estimated Cost of Data Reduction and Analysis

* 16. Suggested Format for Reporting Results
17. Suggestions Regarding the Dissemination of Results
18. Cost of Report Preparation
* 19. Sample Task-Timeline Guide
20. Future Interaction . . . . OPEN

NOTE: (*) Asterisks indicate sections for which sample materials are included.

1. *General Purpose and Proposed Procedure*

General Purpose
- "To give the community at large in each school district a chance to review and assign values to a range of competencies that have been proposed for high school graduates."

Proposed Procedure = Survey of the Community
- Proposed survey Questions...
  1. How important is each competency in the view of the community?
  2. Which of the competencies should be required for high school graduation?

- Evaluation of the survey
  - Are these the questions to be asked?
  - What will be done with the data?
  - Are the specific goals of the study clear?

2. *Proposed Questionnaire Format*

Format considerations are ctitical in questionnaire design.
- Suggest a lot of white space - Best if respondents circle their responses - also need a space for comments.

- Don't want an overcrowded page. Perhaps 15 to 20 competency statements per page - assuming two responses per statement.

- Is the questionnaire sensuous?
  - Consider the use of colored paper and Letratone for shading.
  - The questionnaire should suggest a flow or direction.
  - The layout should compel persons to respond.
  - It should present the illusion of space.

3. *Use of Survey Endorsement Committee*

Consider the use of prominent citizens to lend their names to the purpose of the survey. (sponsors)

4. *Sample Questionnaire Pre-Letter*

This letter is intended to generate interest and establish a positive response set...
- Tell why the study is being done
- Identify the sponsors
- Tell how the respondent was chosen
- Give a reason why the questionnaire should be completed
- Tell how the results will be used
- (Offer a summary of the results)?
- (Alert respondents to additional information in the newspapers)

5. *Sample Questionnaire Cover Letter*

This is sent with the questionnaire and presents needed information.
- Repeat the purpose of the study
- Identify the sponsors
- Cite the self-addressed, stamped envelope
- Elicit a prompt response in a polite way
- Tell how responses will be confidential

6. *Response Rate Considerations*

These factors have been shown to influence the response rate.
- Stamped envelope
- "Personally addressed" versus labeled stick-on
- Quality envelope
- Colored/shaded paper
- Stamped return envelope
- Several follow-up procedures (mail, phone)

7. *Sample Questionnaire Follow-up Letter*

This letter is sent to people who do not respond.
- State that you haven't received their questionnaire yet.
- Note that you are eagerly awaiting it.
- Give the respondent an out (perhaps they have forgotten, etc)
- Note that another questionnaire is enclosed with a stamped envelope.
- Indicate how necessary their response is to the study.
- Ask them to call if need be.

8. *Necessity of a Tryout and Revision*

Need to try out <u>all letters</u> and <u>questionnaires</u>.
- Suggest working with a total of 15 or 20 people. Ask them (1) to state in their own words what the questionnaire is asking, (2) to point out any areas of ambiguity or double meaning.... etc.
- Establish question validity.

9. Estimated Materials Costs

Materials (paper/printing, envelopes, postage) costs will be contingent upon decisions regarding:(1) the number of competency statements to be validated--Will influence the number of questionnaires required, (2) the sample size selected (generally about 350-385 persons per questionnaire for 95 per cent confidence level that the population values are being estimated ± 5 per cent) and (3) pre-letter and follow-up procedures.

- Sample costs for two "2-impression" questionnaires are provided in the handout.
- Costs are based on estimate of .05¢ per impression for printing and .025¢ per envelope.
- Need to consider lead time re: in-house printing. Four to six week turnaround times not uncommon in many districts. Need check!!
- Also, rule of thumb = print twice as many questionnaires as you think you'll need.

10. Suggested Staff

It would be advisable to line up from 5 to 10 volunteers to:

(1) Assist with the selection of the respondents and the preparation of the Sample List.
(2) Assist in obtaining "sponsors" for the survey.
(3) Address and/or stuff envelopes/stamps. (3 mailings recommended).
(4) Assist in recording returns.
(5) Place phone calls to non-returnees.
(6) Assist in public relations efforts.
(7) (Possibly assist with data coding)

Also of prime consideration is the need for secretarial support. (Costs not calculated herein).

11. Suggestions regarding Sampling Frame and Sampling Strategy

Need to decide on sampling frame and sampling strategy.

- Most straightforward - simple random sampling (systematic sampling with a random start) of individuals 18 to ++ years of age from an available list.
- A number of lists available:
  - Phone Book
  - Voter Registration list
  - Tax Duplicate list
  - School Census list
  - Occupational Tax list
  - One per cent Tax list (wage and income tax) 1/2 percent
  - Per capita tax list (business office of school district)
- Need most up-to-date list which is conterminous with school district boundaries and which is not systematic in some way.
- The list you choose is the population for the study:

12. *Suggested Public Relations Effort*

It would be highly advisable to plan a systematic PR effort.
- Press releases re: purpose, substance and timeline of survey.
- School flyers
- Flyers in shops, markets, newstands
- Radio
- Post-survey releases

13. *Data Reduction Considerations*

The Data from the returned questionnaires will (may) need to be transferred to coding sheets prior to keypunching.

- If so will need to employ clerks and/or volunteers to code the data. If coding is done locally a common coding sheet might be helpful. (See sample)

- There is some possiblity of keypunching directly from the questionnaire to computer cards.

14. *Data Analysis Considerations*

Generally, descriptive analyses are conducted on questionnaire data.
- A simple frequency analysis of the data should suffice for present purposes.
- Would report the percent (%) that chose each response category and the percent (%) of non-respondents per each competency/question combination.

15. *Estimated Cost of Data Reduction and Analysis*

Need to be concerned with the source and cost of data reduction and analysis.
- If it is mutually agreeable it is possible that both data reduction and data analysis may be done centrally by PDE.
- Districts would get output of results.

16. *Suggested Format for Reporting Results*

Need to decide if a report will be prepared and who will do it.
- Appropriate format might be:
  - Executive Summary
  - Purpose
  - Method
    - Sample
    - Procedure
    - Data Analysis
  - Results
  - Discussion and Implications

17. *Suggestions Regarding the Dissemination of Results*

Need to consider your audience and purposes.
- In house data summary or more complete report proposed above.
- Local audiences . . . . Summary information.

18. *Cost of Report Preparation*

Writing, typing, revising, printing etc.

19. *Sample Task-Timeline Guide*

Need an overall Task/Timeline Chart or Guide in order to plan and implement the survey.

PROJECT 81 COMMUNITY SURVEY

PROJECT 81 COMMUNITY SURVEY

Listed herein are several of the competency goals and competency statements generated by volunteer students, teachers and community members....Please CIRCLE one response for Question 1 and one response for Question 2 for EACH competency.

"Required for high school graduation", means....a student would not receive a high school diploma if he or she could not perform the indicated competency. The student would only receive a certificate of attendance.

COMPETENCY STATEMENTS A STUDENT LEAVING HIGH SCHOOL SHOULD BE ABLE TO:	QUESTION 1 How important is the competency to successful adult living? VERY IMPORTANT (VI)	IMPORTANT (I)	LESS IMPORTANT (LI)	NOT IMPORTANT (NI)	QUESTION 2 Should the competency be "required for high school graduation"? YES (Y)	NO (N)	NOT SURE (NS)
Manage personal finances.							
1. Create and use a personal budget.	VI	I	LI	NI	Y	N	NS
2. Do routine banking procedures.	VI	I	LI	NI	Y	N	NS
3. Apply for and use credit.	VI	I	LI	NI	Y	N	NS
4. Purchase insurance.	VI	I	LI	NI	Y	N	NS
5. Rent or lease property.	VI	I	LI	NI	Y	N	NS
6. Purchase real estate.	VI	I	LI	NI	Y	N	NS
Function within the American governmental system.							
7. Use voting procedures.	VI	I	LI	NI	Y	N	NS
8. Follow local, state, and national tax procedures.	VI	I	LI	NI	Y	N	NS
9. Select a candidate for public office.	VI	I	LI	NI	Y	N	NS
10. Use human service agencies.	VI	I	LI	NI	Y	N	NS
Function in a multi-cultural society.							
11. Speak a foreign language.	VI	I	LI	NI	Y	N	NS
12. Analyze contemporary problems in terms of the religious perspective.	VI	I	LI	NI	Y	N	NS
13. Analyze contemporary problems in terms of the historical perspective.	VI	I	LI	NI	Y	N	NS
14. Analyze contemporary problems in terms of the cultural perspective.	VI	I	LI	NI	Y	N	NS

Please respond to each of the competency statements on this page.

COMPETENCY STATEMENTS A STUDENT LEAVING HIGH SCHOOL SHOULD BE ABLE TO:	QUESTION 1 How important is the competency to successful adult living? VERY IMPORTANT (VI)	IMPORTANT (I)	LESS IMPORTANT (LI)	NOT IMPORTANT (NI)	QUESTION 2 Should the competency be "required for high school graduation? YES (Y)	NO (N)	NOT SURE (NS)
Perform transactions involved in the buying and selling of goods and services.							
15. Use consumer protection laws and procedures.	VI	I	LI	NI	Y	N	NS
16. Use comparison shopping techniques when buying goods and services.	VI	I	LI	NI	Y	N	NS
Function within family structure(s).							
17. Practice parenting.	VI	I	LI	NI	Y	N	NS
18. Practice family planning.	VI	I	LI	NI	Y	N	NS
19. Apply the principles of human growth and development.	VI	I	LI	NI	Y	N	NS
Maintain conditions of safety.							
20. Practice safety techniques.	VI	I	LI	NI	Y	N	NS
21. Help in emergency situations.	VI	I	LI	NI	Y	N	NS
22. Perform basic first aid.	VI	I	LI	NI	Y	N	NS
Create and maintain an aesthetic environment.							
23. Participate in fine arts.	VI	I	LI	NI	Y	N	NS
24. Participate in literary arts.	VI	I	LI	NI	Y	N	NS
25. Participate in performing arts.	VI	I	LI	NI	Y	N	NS
Use leisure time.							
26. Participate in recreational activities.	VI	I	LI	NI	Y	N	NS
27. Plan vacations.	VI	I	LI	NI	Y	N	NS
Preserve the environment.							
28. Practice energy conservation.	VI	I	LI	NI	Y	N	NS
29. Protect wildlife.	VI	I	LI	NI	Y	N	NS
30. Conserve natural resources.	VI	I	LI	NI	Y	N	NS

COMMENTS:

GATEWAY REGIONAL SCHOOL DISTRICT . . . . . , PENNSYLVANIA 19106

- PROJECT 81 -

3.

February 10, 1978

Survey Endorsement Committee

Olivia Benson Hospital, Board Member
Pat Chandler School Board, President
Howard Dixon Afton Publishing Co., Manager
Vick Dunsevicz Jafco Industries, President
Donald Fisher Rotary, President
Ron Gordon District One, Congressional Representative
Russ Green Sportman's Club, President
John Kirsch Savings Bank, Vice President
Stan Lonney PTO, President
John Marshall State College, President
Rev. Mitchell Council of Churches, Chairman
Marian Morton Mayor
Fran Munson Teacher's Association, President
Al Root City Council, President
Karen Wayne League of Woman Voters, President
Joan Wood Community Mental Health Center, Director
Fred Zink YMCA, Director

Dear (Friend)

It's safe to say that all of us would benefit if ways could be found to better prepare students for adult life. Believe it or not Project 81 is presently underway in the Gateway Regional School District to work toward just that end. The district, in co-operation with the state, intends to reevaluate high school graduation requirements and to explore ways in which both school and community resources can be used to better prepare high school students for the real world beyond graduation.

During the past year volunteer groups of high school students, teachers and community members participated in phase 1 of Project 81. The volunteer groups completed responses to the statement, "A high school graduate should be able to.....", in order to identify the competencies (skills, knowledge and abilities) young people are likely to need to cope with adult life.

Now, we need your help!!

We expect that the majority of citizens will agree with the importance of the proposed competencies. However, we are uncertain of the feelings in the community in regard to setting priorities among the competencies and in regard to setting new requirements for high school graduation. Hence, as part of phase 2 of Project 81 we plan to conduct a community survey to assist us in our initial planning. You have been randomly chosen for participation in the survey. In the next few weeks you will be receiving a questionnaire which will ask for your opinions about a number of the proposed competencies.

We and the members of the survey committee urgently request your participation in the survey. Your prompt return of the forthcoming questionnaire will insure that the survey most accurately represents the opinions of the community.

We thank you in advance for your time and cooperation.

Sincerely,

President of School Board	Superintendent of Schools	Local Coordinator Project 81

A 11

GATEWAY REGIONAL SCHOOL DISTRICT . . . . . , PENNSYLVANIA 19106

- PROJECT 81 -

Survey
. Endorsement
Committee

Olivia Benson
Hospital,
Board Member
Pat Chandler
School Board,
President
Howard Dixon
Afton Publishing
Co.,Manager
Vick Dunsavica
Jafco Industries,
President
Donald Fisher
Rotary,President
Ron Gordon
District One,
Congressional
Representative
Russ Green
Sportman's
Club,President
John Kirsch
Savings Bank,
Vice President
Stan Lowney
PTO,President
John Marshall
State College,
President
Rev. Mitchell
Council of
Churches,
Chairman
Marian Morton
Mayor
Fran Munson
Teacher's
Association,
President
Al Root
City Council,
President
Karen Wayne
League of
Woman Voters,
President
Joan Wood
Community Mental
Health Center,
Director
Fred Zink
YMCA,Director

February 18, 1978

Dear (Friend)

As we explained in our letter of February 10, 1978 we are conducting a survey of the community regarding the competency statements proposed for high school graduates in phase 1 of Project 81. Our initial planning efforts will be facilitated considerably if we are able to determine (1) the perceptions of the community regarding the importance of the proposed competencies and (2) the preferences of the community as to which competencies should be given the most consideration in examining possible new high school graduation requirements.

We are now sending questionnaires to people randomly selected for the survey. It should be noted that each participant was asked to respond to only __ of the __ generic competency statements produced in order to facilitate the task of responding.

We cannot overemphasize the importance of your response if the results are to be truly representative of the community. Please respond to both questions for each of the __ competency statements. A self-addressed, stamped return envelope has been provided for your convenience.

A Note on Privacy

We are concerned with the importance of protecting your privacy. You will notice a code number on your questionnaire. The code number will only be used by us to be sure you will not be bothered by reminder letters once you have completed and returned the questionnaire. At no time will questionnaires be identified by name.

Thank you in advance for your cooperation. I you have any questions please call (Coordinator) at _____.

Sincerely,

President of School Board	Superintendent of Schools	Local Coordinator Project 81

GATEWAY REGIONAL SCHOOL DISTRICT . . . . . , PENNSYLVANIA 19016

- PROJECT 81 -

Survey
· Endorsement
Committee

Olivia Benson
Hospital,
Board Member
Pat Chandler
School Board,
President
Howard Dixon
Afton Publishing
Co.,Manager
Vick Dunsevios
Jafco Industries,
President
Donald Fisher
Rotary,President
Ron Gordon
District One,
Congressional
Representative
Russ Green
Sportman's
Club,President
John Kirsch
Savings Bank,
Vice President
Stan Lomsy
PTO,President
John Marshall
State College,
President
Rev. Mitchell
Council of
Churches,
Chairman
Marian Morton
Mayor
Fran Munson
Teacher's
Association,
President
Al Root
City Council,
President
Karen Wayne
League of
Woman Voters,
President
Joan Wood
Community Mental
Health Center,
Director
Fred Zink
YMCA,Director

February 27, 1978

Dear (Friend)

We are concluding the data collection phase of our community opinion survey regarding the high school competency statements proposed in phase 1 of Project 81. As of this date we have not received a completed questionnaire from you and are eagerly awaiting its return.

rhaps you have been very busy or perhaps you have just forgotten about us. In any event we would be extremely appreciative if you would take a few minutes from your busy schedule to give us some help.

A second questionnaire is enclosed. We urgently request that you complete it now and return it in the self-addressed, stamped envelope which we enclosed for your convenience.

Your response is especially important to us....You were selected by a random procedure and we cannot substitute the response of an alternate person in your place if you do not respond....We hope that you will agree that the time which we are requesting is reasonable given the expected significance of Project 81 to the community.

If you have any questions or desire further clarification about any aspect of Project 81, please call (Local Coordinator) at _____.

We look forward to receiving your completed questionnaire.

Sincerely,

_____
Local Coordinator

A 13

Estimated Printing, Envelope and Postage Costs:

Assumptions:
1. District has 60 competency statements to validate.
2. Can fit "directions", "30 statements" and "room for comments" on 2 pages (2 - 8 1/2 x 11" impressions)
3. Printing cost per impression = .05¢ and envelopes = .025¢ each.

Given assumptions 1 and 2, two different questionnaires(Q) would be required for the survey (Q1 = statements 1-30 and Q2 = statements 31-60).

Would also need to send each questionnaire to approximately 375 people ± 10) for districts in which the adult population is between 7,000 and 1,000,000 in order to achieve a 95% confidence level in the results.

Based on the above, the costs of printing and sending two different questionnaires to a total of 750 people are presented below.

PRE-LETTER COSTS			
- Print 1 page letter	750 impressions	x .05¢ =	$ 37.50
- Mail letter:	750 envelopes	x .025¢ =	18.75
	750 stamps	x .13¢ =	97.50
			$153.75
COVER LETTER and QUESTIONNAIRE COSTS			
- Print 1 page letter	750 copies	x .05¢ =	$ 37.50
- Print Q1 (2 impressions)	1500 impressions	x .05¢ =	75.00
- Print Q2 (2 impressions)	1500 impressions	x .05¢ =	75.00
- Mail letter:	750 envelopes	x .025¢ =	18.75
	750 stamps	x .13¢ =	97.50
- Return envelopes	750	x .025¢ =	18.75
- Return stamps	750	x .13¢ =	97.50
			$420.00
FOLLOW-UP LETTER COST (+ extra Q)	(Assume 53.3% don't respond = 400)		
- Print 1 page letter	400 impressions	x .05¢ =	$ 20.00
- Include another Q	(cost figured above)		-----
- Mail letter:	400 envelopes	x .025¢ =	10.00
	400 stamps	x .13¢ =	52.00
- Return envelopes	400 envelopes	x .025¢ =	10.00
- Return stamps	400 stamps	x .13¢ =	52.00
			$144.00

	$153.75
	420.00
	144.00
Total Costs	$717.75

Possible Lists for Community Sampling Frames

There are any number of lists which might serve as the sampling frame for this study. There is probably no list that is completely comprehensive and completely accurate. To simplify the process of developing a sampling frame for the population of your school district, it is probably best to use a list which is coterminous with the districts boundaries.

Several lists of this type exist. Included among them are:

1. Local property tax list
2. School district census list
3. Per capita tax list
4. Local wage and income tax list
5. Occupation tax list
6. Real estate transfer tax list
7. State income tax list
8. Voter registration list

These lists are selected because they will not include people outside your school district, allowing the entire list to serve as the sampling frame with no elimination problems.

Each of these lists has problems. Most are tax lists and would not identify those persons not liable for the appropriate tax. The school district census list only includes people with children in school. Property tax lists include only property owners. Transfer tax lists include only people buying or selling property in the given year in the district.

Any list will have shortcomings, but the lists presented here seem to offer the best possibility of available useable sampling frames.

Systematic Sampling With Random Start

It is difficult to obtain a sample perfectly representative of a population. However, for our purposes a sample can be drawn which will sufficiently reflect the characteristics of a given community group providing the information you need.

In order to choose the specific respondents (persons or families) to be included in a sample, a technique known as probability sampling can be used. In probability sampling, (1) the process for selecting respondents is not left to the judgment or convenience of the investigator and (2) the probability that a given respondent will be included in the sample is known.

Numerous probability sampling techniques can be used. Four of the most common of these techniques are:

- Simple random sampling
- Systematic sampling
- Cluster sampling
- Stratified sampling

Strictly speaking, systematic sampling is not a probability sampling method. It is easy to understand and, in practice, easier to carry out than simple random sampling. For this reason a systematic sampling approach is suggested for this problem. Suppose you want to select 100 people for a sample from a population of 1,000 people. Using a systematic sampling procedure, you could divide 1,000 by 100 obtaining 10 for your sampling interval. Every tenth name on the list of eligible respondents would then be selected for the sample.

For systematic sampling with a random start, you should select a number from your random numbers table. If your interval size (population/sample size) is three digits select the first three numbers, if four the first four, etc. If the number selected exceeds the interval select the next three digits. Once a number in the interval is located, this becomes the random starting point. Thereafter, this number is incremented by the interval size for selection of the sample.

Example: Interval size = 500
First three random numbers are 876, next three are 409.
409 is in the interval.
Persons in the sample are 409, 909, 1409, 1909, 2409, etc.

You would record every name appearing at the appropriate interval on your list as a name to be included in the sample.

If your procedures are applied correctly, you should be nearing the end of the list when you have selected the desired number of people for your sample. If you are not or if you reach the end of the list without drawing the number of individuals desired, you have made a procedural mistake which can be easily corrected.

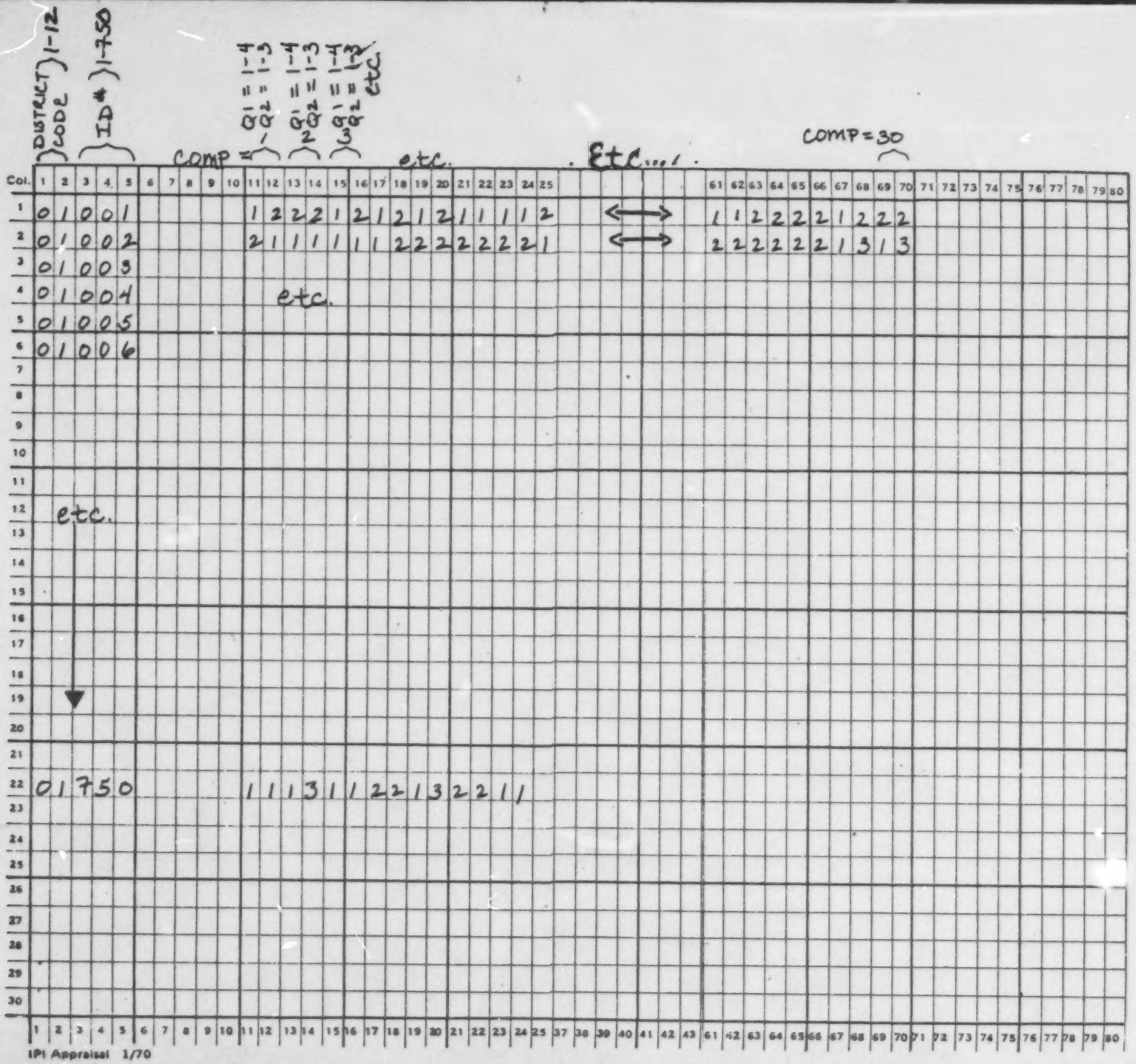
Systematic sampling, like random sampling, however, requires a complete master list of eligible respondents. Sometimes the list of eligible respondents may contain an order in the listing of names that is correlated with the information that you are seeking; when this is the case, the method is biased.

TABLE XXXIII. RANDOM NUMBERS (II)

53 74 23 99 67	61 32 28 69 84	94 62 67 86 24	98 33 41 19 95	47 53 53 38 09
63 38 06 86 54	99 00 65 26 94	02 82 90 23 07	79 62 67 80 60	75 91 12 81 19
35 30 58 21 46	06 72 17 10 94	25 21 31 75 96	49 28 24 00 49	55 65 79 78 07
63 43 36 82 69	65 51 18 37 88	61 38 44 12 45	32 92 85 88 65	54 34 81 85 35
98 25 37 55 26	01 91 82 81 46	74 71 12 94 97	24 02 71 37 07	03 92 18 66 75
02 63 21 17 69	71 50 80 89 56	38 15 70 11 48	43 40 45 86 98	00 83 26 91 03
64 55 22 21 82	48 22 28 06 00	61 54 13 43 91	82 78 12 23 29	06 66 24 12 27
85 07 26 13 89	01 10 07 82 04	59 63 69 36 03	69 11 15 83 80	13 29 54 19 28
58 54 16 24 15	51 54 44 82 00	62 61 65 04 69	38 18 65 18 97	85 72 13 49 21
34 85 27 84 87	61 48 64 56 26	90 18 48 13 26	37 70 15 42 57	65 65 80 39 07
03 92 18 27 46	57 99 16 96 56	30 33 72 85 22	84 64 38 56 98	99 01 30 98 64
62 95 30 27 59	37 75 41 66 48	86 97 80 61 45	23 53 04 01 63	45 76 08 64 27
08 45 93 15 22	60 21 75 46 91	98 77 27 85 42	28 88 61 08 84	69 62 03 42 73
07 08 55 18 40	45 44 75 13 90	24 94 96 61 02	57 55 66 83 15	73 42 37 11 61
01 85 89 95 66	51 10 19 34 88	15 84 97 19 75	12 76 39 43 78	64 63 91 08 25
72 84 71 14 35	19 11 58 49 26	50 11 17 17 76	86 31 57 20 18	95 60 78 46 75
88 78 28 16 84	13 52 53 94 53	75 45 69 30 96	73 89 65 70 31	99 17 43 48 76
45 17 75 65 57	28 40 19 72 12	25 12 74 75 67	60 40 60 81 19	24 62 01 61 16
96 76 28 12 54	22 01 11 94 25	71 96 16 16 88	68 64 36 74 45	19 59 50 88 92
43 31 67 72 30	24 02 94 08 63	38 32 36 66 02	69 36 38 25 39	48 03 45 15 22
50 44 66 44 21	66 06 58 05 62	68 15 54 35 02	42 35 48 96 32	14 52 41 52 48
22 66 22 15 86	26 63 75 41 99	58 42 36 72 24	58 37 52 18 51	03 37 18 39 11
96 24 40 14 51	23 22 30 88 57	95 67 47 29 83	94 69 40 06 07	18 16 36 78 86
31 73 91 61 19	60 20 72 93 48	98 57 07 23 69	65 95 39 69 58	56 80 30 19 44
78 60 73 99 84	43 89 94 36 45	56 69 47 07 41	90 22 91 07 12	78 35 34 08 72
84 37 90 61 56	70 10 23 98 05	85 11 34 76 60	76 48 45 34 60	01 64 18 39 96
36 67 10 08 23	98 93 35 08 86	99 29 76 29 81	33 34 91 58 93	63 14 52 32 52
07 28 59 07 48	89 64 58 89 75	83 85 62 27 89	30 14 78 56 27	86 63 59 80 02
10 15 83 87 60	79 24 31 66 56	21 48 24 06 93	91 98 94 05 49	01 47 59 38 00
55 19 68 97 65	03 73 52 16 56	00 53 55 90 27	33 42 29 38 87	22 13 88 83 34
53 81 29 13 39	35 01 20 71 34	62 33 74 82 14	53 72 19 09 03	56 54 29 56 93
51 86 32 68 92	35 98 74 66 99	40 14 71 94 58	45 94 19 38 81	14 44 99 81 07
35 91 70 29 13	80 03 54 07 27	96 94 78 32 66	50 95 52 74 33	13 80 55 62 54
37 71 67 95 13	20 02 44 95 94	64 85 04 05 72	01 32 90 76 14	53 89 74 60 41
93 66 13 83 27	92 79 64 64 72	28 54 96 53 84	48 14 52 98 94	56 07 93 89 30
02 96 08 45 65	13 05 00 41 84	93 07 54 72 59	21 45 57 09 77	19 48 56 27 44
49 83 43 48 35	82 88 33 69 96	72 36 04 19 76	47 45 15 18 60	82 11 08 95 97
84 60 71 62 46	40 80 81 30 37	34 39 23 05 38	25 15 35 71 30	88 12 57 21 77
18 17 30 88 71	44 91 14 88 47	89 23 30 63 15	56 34 20 47 89	99 82 93 24 98
79 69 10 61 78	71 32 76 95 62	87 00 22 58 40	92 54 01 75 25	43 11 71 99 31
75 93 36 57 83	56 20 14 82 11	74 21 97 90 65	96 42 68 63 86	74 54 13 26 94
38 30 92 29 03	06 28 81 39 38	62 25 06 84 63	61 29 08 93 67	04 32 92 08 00
51 29 50 10 34	31 57 75 95 80	51 97 02 74 77	76 15 48 49 44	18 55 63 77 09
21 31 38 86 24	37 79 81 53 74	73 24 16 10 33	52 83 90 94 76	70 47 14 54 36
29 01 23 87 88	58 02 39 37 67	42 10 14 20 92	16 55 23 42 45	54 96 09 11 06
95 33 95 22 00	18 74 72 00 18	23 79 58 69 32	81 76 80 26 92	82 80 84 25 39
90 84 60 79 80	24 36 59 87 38	82 07 53 89 35	96 35 23 79 18	05 98 90 07 35
46 40 62 98 82	54 97 20 56 95	15 74 80 08 32	16 46 70 50 80	67 72 16 42 79
20 31 89 03 43	38 46 82 68 72	32 14 82 99 70	80 60 47 18 97	63 49 30 21 30
71 59 73 05 50	08 22 23 71 77	91 01 93 20 49	82 96 59 26 94	66 39 67 98 60

13.

SAMPLE DATA CODING SHEET



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A 18

Data Reduction.

Transferring data from questionnaires to 80 column keypunch sheets (if necessary):

Assuming each questionnaire has 30 competency statements and two responses per statement = 60 pieces of data to be coded per questionnaire. Assuming 750 questionnaires in all = 60 x 750 = 45,000 pieces of data.

Assuming a clerk codes about 7500(15/min. approx.) pieces of data per 8 hour day it would take about 6 days to code the data (45,000 ÷ 7,500 = 6). At 45.00 per day this would amount to: 6 days x 45.00 = $270.00

Keypunching and Verifying.

Base cost = 10¢ per card. Assuming 1 card per respondent and 750 respondents:

750 x .10¢ = 75.00

Computer Analysis.

Assuming a Frequencies Analysis is performed on 750 cards:

General estimate	
Programmer/handling charge (1/2 day) =	25.00
Machine time =	15.00
	$40.00

Total Costs = $385.00

Individualized Science Validation Test Report
Research and Development Division
Research for Better Schools, Inc.
September, 1977
EXECUTIVE SUMMARY

The 1976-77 validation testing of IS was undertaken to provide information with regard to the comparative cost, adoptability and effectiveness of the program. The cost study was reported under separate cover (Stolte, 1977). The adoptability of IS was investigated through a national survey of the users of the program. The effectiveness of IS was investigated by examining the performance of fourth through eighth grade IS and non-IS students on measures related to the program's self-direction, coevaluation, affective and scientific literacy goals.

Survey Study

The survey study of IS' adoptability was initiated after it was determined that adoptability information was not available regarding IS. One administrator and two teacher questionnaires were constructed. The administrator questionnaire was designed to obtain administrators' perceptions of both specific and general aspects of IS' adoptability. The teacher comfort questionnaire was designed to obtain IS teachers' present views of the degree to which they were comfortable and confident in working with IS, and the degree of comfort which they previously experienced teaching other science programs. The teacher comfort questionnaire further queried teachers with respect to their experiences regarding the adaptability and flexibility of IS in several specific instruction and management areas. A teacher attitude questionnaire was also constructed to assess and compare teachers' attitudes toward their teaching role in general and toward their teaching role in science. All of the questionnaire data were directly or indirectly related to the flexibility, manageability, ease of use and exportability (i.e., adoptability) of IS.

In October, 1976, packets of the administrator, teacher comfort and teacher attitude questionnaires were sent to the 248 IS sites that had been identified from over 400 schools nationwide using IS as having used two or more levels of the program for one or more years. The intent was to poll teachers and administrators who were experienced in the use of IS. Returns were received from the administrators of 84 schools and from one or more teachers in at least 85 schools. Overall, 346 teacher comfort and 291 teacher attitude questionnaires were returned.

Analyses of background data requested in the administrator questionnaire revealed that the length and extent of IS use at the sites polled satisfied the IS experience requirements which were desired for the survey.

The administrators' responses with regard to specific aspects of IS' adoptability indicated that the majority of the administrators (fifty to seventy percent) found that few changes had to be made: in the program's content, in the schools' facilities, in the use of classrooom space or to school schedules, in order to meet local needs. The administrators also thought that IS accommodated a broad range of reading ability levels and student interests. IS reportedly lent itself

substantially to being interfaced or incorporated with existing science materials and/or district science goals. The continuity of IS instruction was reportedly interrupted somewhat in a considerable number of classes when substitute teachers were employed. Finally, over forty percent of the administrators perceived moderate and high degrees of relation between teachers' science backgrounds and teachers' effectiveness with IS.

The administrators' responses to the final part of the questionnaire regarding IS' overall adoptability supported the conclusion that the great majority (eighty to eighty-five percent) of the users of IS found that the program as a whole was well within reason to implement initially and to maintain over a period of two or more years. The majority (fifty-five percent) of the administrators reportedly implemented the program either entirely or almost entirely as suggested by the developers. Only seven percent reported that they encountered problems and did not feel that they were successful in adapting IS to suit their needs. The remaining administrators reportedly were either able to modify the program to meet their needs (sixty percent) or felt that they really did not need to make any modifications (thirty percent). Overall, approximately eighty to eighty-four percent of the administrators appeared to view IS consistently favorably across the various questionnaire items.

The responses to the teacher comfort questionnaire supported the conclusion that the great majority of the IS teachers (seventy-seven percent) were confident in and comfortable with their role in IS. In addition, eighty-three percent reported that they were or would have been

comfortable with science prior to IS. Teachers' assessments of the adaptability and flexibility of IS were also quite assuring. The great majority of IS teachers (seventy-five to eighty-five percent) perceived that IS was adaptable and flexible with respect to the alterability or supplementability of directed group activities, student activities, individual lessons and the structure for the physical and instructional management aspects of IS. The teachers were less unanimous in agreeing (fifty-seven percent) that IS provided teachers with substantial opportunities to manifest or use their own teaching styles.

The responses to the teacher attitude questionnaire indicated that the IS teachers generally had favorable attitudes toward both their teaching role in general and their teaching role in science. The teachers, however, were slightly more favorable toward their teaching role in general in comparison to their teaching role in science. In view of traditional perspectives regarding the priorities assigned to science instruction it was concluded that it could perhaps be considered an accomplishment that the great majority of elementary teachers working with IS (approximately seventy-five percent) viewed their teaching role in science in a favorable as opposed to an unfavorable light.

Overall, there was a high degree of correspondence between the results of the teacher comfort and teacher attitude questionnaires. The questionnaires revealed that approximately seventy-five percent of the IS teachers viewed IS favorably with regard to teacher comfort as defined and teacher attitude as defined.

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With that end in mind, plans were initiated to assess the cumulative effects of the program with respect to fourth through eighth grade students' standing or performance on measures of the program's self-direction, coevaluation, affective and scientific literacy goals. The program's inquiry goal was not considered in the study because of insufficient resources to develop the measures which would be required.

SURVEY STUDY

This section of the report will present the purpose, method, results and discussion relevant to the administrator, teacher comfort, and teacher attitude questionnaires employed in the survey study of the adoptability of IS.

Purpose

The survey study was designed to evaluate the adoptability of IS as determined from the responses of a national sample of IS administrators and teachers to questions directly or indirectly related to IS's flexibility, manageability, ease of use and exportability. The specific questions addressed in the administrator, teacher comfort and teacher attitude questionnaires will be described and their perceived significance will be indicated.

Administrator Questionnaire. The three parts of the administrator questionnaire addressed different questions. Part 1 requested general background data regarding the length and extent to which IS had been used at each site. This information was considered important because the

survey was primarily interested in examining responses from experienced IS sites where two or more levels of the program had been in use for more than one year.

Part 2 queried administrators with regard to the following specific aspects of IS's adoptability: extent of changes required in school facilities and daily procedures by IS users; nature of backgrounds required of IS teachers; extent of interface of IS with student reading level and interest range; ease of interface of IS with existing goals and materials; and degree of continuity of IS instruction when classes are managed by substitute teachers.

Part 3 of the questionnaire was designed to obtain administrators' perceptions of the general or overall adoptability, flexibility and ease of implementation of IS. Administrators were asked to indicate the extent to which the program was implemented as designed by the developers; was amenable to modification to suit local needs; and presented them with unreasonable tasks or problems during its initial and continued implementation. All of the questions in Parts 2 and 3 of the administrators questionnaire were directly related to one or more of the adoptability criteria (flexibility, manageability, ease of use and exportability).

Teacher Comfort Questionnaire. Part 1 of this three part questionnaire elicited background data regarding teachers' academic preparation, science content and methods coursework, length of teaching experience, duration and nature of previous science and IS teaching experience, nature and evaluation of IS preparation, and initial participation status - volunteer

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or non-volunteer. This information was considered of interest in order to profile the backgrounds of current IS teachers. The background data would also be relevant if further studies were initiated to examine possible associations between background responses and responses to questions about the adoptability of IS.

Part 2 of the questionnaire was constructed to ascertain how comfortable teachers are with elementary science instruction. Comfort was defined to refer to teachers' perceptions of and confidence in their science content and methods capabilities. Teachers were asked questions about their comfort with science instruction prior to their IS experiences and their comfort at present with IS. The teachers were also asked about the adequacy of the science content and science methods/management aspects of IS. These questions were perceived to be directly related to the ease of use and exportability (appropriate implementation of IS independent of developer assistance) of IS. From a more general perspective the comfort of elementary teachers with science instruction has been of continuing interest to science educators. Parkes (1975) reported that a number of studies have confirmed the general opinion that elementary teachers feel somewhat frightened of science and report a sense of inadequacy in understanding the science they teach. Teachers' responses to the comfort questions should provide information relevant to ascertaining whether IS contributes to teachers' sense of adequacy in working with science.

Part 3 of the questionnaire was constructed to determine if teachers perceive that they are able to adopt and modify IS to suit their needs.

In brief, do teachers perceive that IS is flexible enough to enable them to act in significant instructional and decision making roles in the ordinary course of working with IS? Accordingly, teachers were asked to indicate the extent of their agreement or disagreement with respect to the ease of altering or supplementing directed group activities, student activities and individual lessons. They were also queried with respect to the extent to which IS afforded them opportunities to use or manifest their own teaching style, and the extent to which they were able to modify the overall physical and instructional management aspects of IS to suit their needs. The questions in Part 3 relate directly to the perceived adaptability and flexibility of IS.

Teacher Attitude Questionnaire. Part 1 of the two part teacher attitude questionnaire was identical to Part 1 of the teacher comfort questionnaire. Hence, data on teachers' academic preparation, science content and methods coursework, years of teachers' experience, etc., were collected.

Part 2 of the questionnaire consisted of two semantic differential attitude instruments constructed to assess teachers' attitudes toward their teaching role in general and their teaching role in science, respectively. On the basis of previous semantic differential attitude studies (Rim, 1973; Butzow and Davis, 1977) each instrument was constructed to include five *a priori* scales. The scales in the teaching-role-in-general and the teaching-role-in-science instruments were enjoyment, value, difficulty, flexibility, and potency.

The teacher attitude questionnaire was not directly related to the study of the adoptability of IS. The attitude questionnaire, however, could be viewed as being indirectly related to the ease of use and exportability of IS in that teachers would not be expected to bear positive attitudes to a program that was difficult to understand and use. Nevertheless, given the additional issue of elementary teachers' generally less than confident approach to science which was discussed earlier, it was decided that the opportunity to assess the attitudes of a national sample of IS teachers possessed too much potential to be overlooked. The primary concern was to compare teachers' attitudes toward their general teaching role to their attitudes toward their science teaching role to determine if IS had made any inroads toward making science instruction more palatable to elementary teachers.

Method

This section of the report will describe the sample, procedure and data analyses involved in the survey study.

Sample. The sample for the survey study was identified in the late spring of 1976. In order to insure that data would be collected from sites experienced in the use of IS, it was decided to send the questionnaires to schools which had acquired two to five levels of IS and had been using the program for over a year. The IS publisher's sales list as of April, 1976 was searched to determine which of the 400-plus schools that had purchased IS had sufficient experience with the program to

warrant inclusion in the survey sample. The examination of the sales list resulted in the identification of 258 schools nationwide which met the experience criteria.

Procedure. Two hundred fifty-eight questionnaire packets, each consisting of one administrator questionnaire and six each of the teacher comfort and attitude questionnaires (see Appendix A), were sent to the selected IS schools early in the first week of October, 1976. Separate cover letters containing directions for responding were attached to each of the thirteen questionnaires in each packet. Each packet also included a cover letter to the school administrator outlining suggested directions for distributing the questionnaires among the IS teachers in the school. In schools having twelve or more IS teachers it was suggested that each of twelve teachers fill out one questionnaire. In schools where there were fewer than twelve IS teachers or where fewer than twelve teachers desired to respond, it was suggested that teachers be given the option of filling out both teacher questionnaires in order to maximize the return of questionnaires to RBS.

The anonymous response of the teachers was requested. Each questionnaire packet included a self-addressed, postage-paid envelope to be used by the teachers for the return of the teacher questionnaires. A similar envelope was also provided for the return of the administrator questionnaire. Five weeks were allotted for participants to respond. Data collection was terminated at the end of the second week of November, 1976.

Administrators and teachers from approximately one-third of the 258 selected schools responded to the survey. Responses were received from the administrators of 84 schools and from one or more teachers in at least 85 schools during the data collection period. The school count was conducted by tabulating the number of envelopes received. Overall, 187 teachers responded only to the comfort questionnaire, 132 responded only to the attitude questionnaire, and an additional 159 teachers responded to both questionnaires. Thus, a total of 346 teacher comfort questionnaires and 291 teacher attitude questionnaires were anonymously returned.

The survey results were coded, keypunched and analyzed in November and December, 1976. Summaries of the responses to the teacher questionnaires were distributed to the 258 original sites in January, 1977. Summaries of the administrator survey were forwarded to those administrators who had requested a summary (see Appendix B).

Data Analyses. Descriptive data analyses were performed on the data from each of the three questionnaires in order to determine the distribution of responses for each of the questionnaire items. Two additional analyses were conducted on the data from the teacher attitude questionnaire. These data were factor analyzed to determine if the underlying factor structure corresponded to the nominal scales which were built into the attitude instruments. The attitude scales derived from the factor analysis procedure were entered into paired t-test comparisons in order to determine if teachers' attitudes toward their teaching role in general differed from their attitudes toward their teaching role in science.

Results of Administrator Questionnaire

This section of the report will describe and discuss the sites, and responses relevant to the administrator questionnaire survey of the adoptability of IS.

Description of Sites. Tables 1 through 5 summarize the background data requested in Part 1 of the questionnaire. All of the percentages reported in the tables relating to the administrator questionnaire data were computed on a base of 84, the number of returned administrator questionnaires. The totals in each table indicate the number and percent of the 84 administrators who responded to given questions.

The data in Table 1 show that IS had been in use for three or more

Table 1

Question 1. Length of IS use at survey sites.

Years of IS use	1	2	3	4	5	6	7	Totals
Number of sites	4	28	21	16	12	2	0	83
Percent of sites	4.8%	33.3%	25.0%	19.0%	14.2%	2.4%	0.0%	98.8%

years at sixty percent of the sites and in use for at least two years at one-third of the sites. Those few sites (4.8 percent) that reportedly were using IS for the first year had most likely purchased the IS materials a year earlier and then delayed the implementation of the program.

The data in Table 2 reflect the fact that three or more levels of the program were in use at over seventy percent of the sites and that the complete program (5 levels) was being implemented at approximately one-third of the sites. In addition, it can be seen in Table 3 that IS was

Table 2

Question 2. Number of IS levels in use at survey sites.

Number of levels in use	1 or 2	3 or 4	5	Totals
Number of sites	17	33	27	77
Percent of sites	20.2%	39.3%	32.1%	91.7%

Table 3

Question 3a, Grade level distribution of IS at survey sites.

Number of grade levels	1 or 2	3 or 4	5 or more	Totals
Number of sites	17	18	49	84
Percent of sites	20.2%	21.4%	58.3%	100.0%

being used in five or more grade levels at close to sixty percent of the sites. Conversely, IS was in use in one or two grade levels at only twenty percent of the sites.

Finally, the data in Tables 4 and 5 demonstrate that substantial

Table 4

Question 4b. Number of IS teachers at survey sites.

Number of IS teachers	Less than 4	5 to 11	12 or more	Totals
Number of sites	22	31	30	83
Percent of sites	26.2%	36.9%	35.7%	98.8%

Table 5

Question 4c. Number of IS students at survey sites.

Number of IS students	Less than 199	200 to 400	401 or more	Totals
Number of sites	28	28	25	81
Percent of sites	33.3%	33.3%	29.8%	96.4%

numbers of IS teachers and students were in evidence at the survey sites. Over seventy percent of the sites had five or more IS teachers and over sixty percent of the sites had 200 or more IS students. The average number of IS teachers and students per site was 9.6 and 332, respectively. These background data clearly verify that the length and extent of IS use at the survey sites satisfied the experience requirements which were desired for the survey.

Results. The sections herein will present the administrators' responses regarding both the specific and the overall aspects of the adoptability of IS. The comments of the administrators will also be summarized.

Specific aspects of adoptability. Tables 6 through 11 present response data on the following aspects of IS's adoptability: extent of changes required by program users (Table 6); nature of background required of IS teachers (Table 7); extent of interface of IS with student reading level and interest range (Tables 8 and 9); ease of interface of IS with existing goals and materials (Table 10); and degree of continuity of IS instruction when classes are managed by substitute teachers (Table 11).

Examination of the data presented in Table 6 regarding the level of

Table 6

Questions 5-8. Extent of change required of IS users regarding:

Extent of change	No change	Minor change	Moderate change	Major change	Totals
5. Content goals					
Number of sites	14	34	25	9	82
Percent of sites	16.7%	40.5%	29.8%	10.7%	97.6%
6. School facilities					
Number of sites	31	31	17	4	83
Percent of sites	36.9%	36.9%	20.2%	4.8%	98.8%
7. Classroom space					
Number of sites	24	24	27	7	82
Percent of sites	28.6%	28.6%	32.1%	8.3%	97.6%
8. School schedules					
Number of sites	28	22	21	12	83
Percent of sites	33.3%	26.2%	25.0%	14.3%	98.8%

change required of IS users revealed the following. In response to question 5, close to sixty percent of the administrators reported that the IS materials either did not require any changes or required only minor changes or additions to satisfy the science content goals set for the students. Another thirty percent reported that moderate changes in or additions to IS materials were required. Regarding question 6, approximately seventy-five percent reported that either no adjustments or only minor adjustments were required in school facilities for storage purposes. Some sixty percent noted, with regard to question 7, that either minor changes or no changes were required in their use of classroom space when they adopted IS.

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twenty to twenty-five percent of the administrators reportedly experienced few if any problems (rating of 1 and 2) during the initial or continued implementation of IS. Sixty-four and fifty-seven percent reported that they had moderate but solvable problems (ratings of 3-5) with IS's initial and continued implementation, respectively. Finally, approximately ten percent reported that the initial and continued implementation of IS presented them with extreme or severe problems (ratings of 6 and 7).

Comments. The comments section of the questionnaire was utilized by approximately forty percent of the administrators. The overall ratio of favorable to unfavorable comments was roughly three to one. About twenty percent of the administrators made unqualified statements attesting to the overall excellence of the IS program (e.g., "It's the best science program I've seen in 23 years," "It's great!" "Lots of learning going on," etc.). Another ten percent offered qualified praise of the program (e.g., "Its success rests with the aides," "We like it but our teachers could use more inservice training," "It's fine but our large teacher-pupil ratio presents problems," etc.). The remaining ten percent made comments unfavorable to IS (e.g., "It's too costly," "The consumable materials are expensive to replace," "Keeping track of all the materials is a problem," etc.). In balance, the sum of the administrators' additional comments was quite positive with respect to their experiences with IS.

Discussion and Summary. The responses to Part 1 of the questionnaire generally established that the great majority of the sites satisfied the

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experience requirements set for the survey. As was noted earlier ninety-four percent of the administrators reported that IS had been in use for two or more years.

Several points are worthy of note regarding Part 2 of the questionnaire. Perhaps the significant observation with respect to those questions asking about changes required by IS (questions 5-8) was that the level of reported major change or adjustment across the four questions ranged from only five to fourteen percent. A relatively small number of the administrators therefore reported that major accommodations were required of them by IS with respect to coverage of science goals, use of storage and classroom space, and scheduling of classes.

The response to question 9 indicated that administrators perceived that there may be some positive relationship between teachers' effectiveness with IS and teachers' science backgrounds. Slightly more than half of the respondents thought that the relationship was slight but substantial numbers perceived moderate (thirty-three percent) or high (eleven percent) degrees of relation between teachers' science backgrounds and teachers' effectiveness with IS.

The responses to questions 10 through 13 suggest that IS accommodates a broad range of reading ability levels and student interests. IS also appears to lend itself substantially to being interfaced or incorporated with existing science materials and/or district science goals.

The results (question 14) also suggest that the continuity of IS instruction is interrupted somewhat in a considerable number of classes

when substitute teachers are engaged. This latter point though may be true with respect to substitute teachers and instruction in general. In retrospect, question 14 might have provided more information if administrators had also been asked to compare substitute teachers' performance in both IS and regular classes regarding disruptions to the continuity of instruction.

The distribution of responses to the questions in Part 3 of the questionnaire support the conclusion that the great majority of the users of IS have found that the program is well within reason to implement and maintain. These results constitute perhaps the most significant finding to be derived from the administrator survey.

In summary it can be noted that eighty to eighty-four percent of the administrators appeared to view IS consistently favorably across the various questionnaire items. Approximately ten percent, on the average, indicated that they had various problems with IS which limited IS's utility in their situation. The level of non-response across all questions ranged from two to eight percent. The survey data summarized in this section provide considerable support for the conclusion that administrators generally have quite favorable perceptions of both specific and general aspects of the flexibility, manageability, ease of use, and exportability of the IS program.

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Results of Teacher Comfort Questionnaire

This section of the report will describe and discuss the respondents and responses relevant to the teacher comfort questionnaire which was

designed to provide information about teachers' comfort in working with science and teachers' perceptions of the adaptability and flexibility of IS in specific instruction and decision making areas.

Description of Respondents. Tables 15 through 26 summarize the background data, requested in Part 1 of the teacher comfort questionnaire. All of the percentages reported in the tables were computed on a base of 346, the number of returned teacher comfort questionnaires. The totals in each table indicate the number and percent of the 346 teachers who responded to given questions.

The profile which emerged regarding teachers' level of academic preparation, science methods and content coursework, and length of general teaching experience is described as follows. Over sixty percent of the IS teachers had been educated to the bachelors level and close to thirty-six percent had been prepared to the masters or masters-plus level. Approximately thirty-five percent had taken only one semester of science methods courses while slightly more than fifty percent had taken two or more semesters. Only ten percent had not taken any science methods courses. Twenty-eight percent of the teachers had taken only one or two semesters of science content courses. Over sixty-five percent, however, had taken three or more semesters of science content courses. Close to sixty-five percent had taught at the primary level and fifty-five percent had middle-school experience. Tables 15 through 18 present information on the background data from Part 1 (questions 1-3) discussed above.

Table 30. Teachers' Agreement with NCTM and NACOME Suggested Uses of the Hand-Held Calculator

Suggested Use	Grade Level	Percent of Respondents			
		Agree	Undecided	Disagree	No Response
To encourage students to be creative and inquisitive	1	59.3	15.4	11.9	13.4
	3	62.0	22.7	9.7	5.5
	5	62.0	23.8	10.3	3.8
	7	62.2	18.2	13.8	2.9
To assist the individual to become a wiser consumer	1	54.1	19.0	13.4	13.6
	3	57.2	23.4	13.9	5.5
	5	63.0	20.7	11.9	4.4
	7	67.8	19.0	10.1	3.2
To reinforce the learning of basic number facts and properties	1	48.9	20.5	17.5	13.1
	3	58.7	13.6	22.8	4.9
	5	56.1	14.7	25.1	4.1
	7	52.0	17.4	28.2	2.4
To develop the understanding of computational algorithms	1	40.3	33.5	9.2	16.9
	3	49.0	31.2	12.7	7.1
	5	45.1	31.0	18.8	5.0
	7	45.1	25.1	26.9	2.9

Table 25. Teachers' Responses to an Inquiry About the Presence of a District Math Supervisor

Response	Percent of Respondents			
	Grade			
	1	3	5	7
Yes	41.8	42.9	44.5	58.6
No	48.1	48.1	47.6	39.8
I don't know	5.0	6.8	5.0	.5
No response	5.0	2.3	2.8	1.1

Table 26. Teachers' Membership in Math Teacher Associations

Membership Status	Percent of Respondents			
	Grade			
	1	3	5	7
Do not have a membership	96.1	95.5	92.8	64.4
Do have a membership	1.5	2.9	6.3	34.0
NCTM Membership	1.5	.6	3.4	23.7
Membership in state organization	0.0	.6	1.3	9.8
Membership in a local organization	.6	1.0	.9	7.4
No response	2.4	1.6	.9	1.6

PROJECT 81 SAMPLE TASK-TIMELINE GUIDE RE: PROPOSED PHASE II VALIDATION

		FEB.				MAR.				APR.				MAY.					JUN.			
		6	13	20	27	6	13	20	27	3	10	17	24	1	8	15	22	29	5	12	19	26
Confirm district status regarding proposed validation plan.....	X																					
Prepare a task-timeline guide.	X																					
Line up volunteer and clerical staff.																						
- Suggestions, calls, list.	X	X	X																			
Line up survey sponsors.																						
- Suggestions, calls, list.		X	X	X																		
Prepare questionnaire(s) and letters.																						
- Writing, typing, review, approval.		X	X																			
- Tryout and revision.			X	X																		
- Retyping and printing.				X				X														
Check with printshop.		X																				
Calculate N.		X																				
Select sample.																						
- Investigate lists.			X	X																		
- Obtain/access list and select sample.				X																		
List names, addresses and Tel. No.																						
Engage in public relations activities.																						
- Plan PR.				X	X	X																
- Implement PR.								X	X		X		X					X				X
Send out pre-letter.																						
- Address and stuff envelopes.								X	X													
- Mail envelopes.									⊗													
Send out cover letter and questionnaire.																						
- Address and stuff envelopes.									X	X	X											
- Mail envelopes.											⊗											
Record return of questionnaires																						
- Track returns on a checklist.											X	X	X	X	X							
Send out follow-up letter and questionnaire.																						
- Address and stuff envelopes.													X	X								
- Mail envelopes.													⊗	⊗								
Initiate other follow-up procedures.															X	X						
Terminate data collection.																	⊗					
Perform data reduction.											X	X	X	X	X	X	X					
Perform data analysis.																	X	X	X			
Summarize results &/or prepare report.																	X	X	X	X	X	
Disseminate results.																						X
Thank participants, sponsors and volunteers.																						X

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PROJECT 81 SAMPLE TASK-TIMELINE GUIDE RE: PROPOSED PHASE II VALIDATION

	FEB.				MAR.				APR.				MAY.				JUN.				
	6	13	20	27	6	13	20	27	3	10	17	24	1	8	15	22	29	5	12	19	26
Confirm district status regarding proposed validation plan....																					
Prepare a task-timeline guide.																					
Line up volunteer and clerical staff.																					
- Suggestions, calls, list.																					
Line up survey sponsors.																					
- Suggestions, calls, list.																					
Prepare questionnaire(s) and letters.																					
- Writing, typing, review, approval.																					
- Tryout and revision.																					
- Retyping and printing.																					
Check with printshop.																					
Calculate N.																					
Select sample.																					
- Investigate lists.																					
- Obtain/access list and select sample.																					
List names, addresses and Tel. No.																					
Engage in public relations activities.																					
- Plan PR.																					
- Implement PR.																					
Send out pre-letter.																					
- Address and stuff envelopes.																					
- Mail envelopes.																					
Send out cover letter and questionnaire																					
- Address and stuff envelopes.																					
- Mail envelopes.																					
Record return of questionnaires																					
- Track returns on a checklist.																					
Send out follow-up letter and questionnaire.																					
- Address and stuff envelopes.																					
- Mail envelopes.																					
Initiate other follow-up procedures.																					
Terminate data collection.																					
Perform data reduction.																					
Perform data analysis.																					
Summarize results &/or prepare report.																					
Disseminate results.																					
Thank participants, sponsors and volunteers.																					

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Appendix B

Interim Tryouts Report

March 20, 1978
(1:00-3:00)

Appendix B

-Project 81-

Local Validation Effort

Interim Tryouts Report

1. Schedule of tryouts (where, when, what, who)

2. Sample of directions and questions used with tryout participants (how)

3. Samples of tryout materials with the responses of the participants summarized.

   3.01 Pre-letter #1
   3.02 Cover-letter #1
   3.03 Questionnaire #1
   3.04 Pre-letter #2
   3.05 Pre-letter #3/pamphlet
   3.06 Cover-letter #2
   3.07 Questionnaire #A1 and (A2) (3 Qs - CSs)
   3.08 Questionnaire #B2 and (B1) (2 Qs - CSs)
   3.09 Questionnaire #C1 and (C2) (3 Qs - PIs)
   3.10 Questionnaire #D2 and (D1) (2 Qs - PIs)

4. Discussion of findings re: Questionnaires and <u>suggested options</u>.

Tryout #1

AM = 9-11

Group	Tryout Staff	Questionnaire Version	Number of Participants
1.	1 Rx Staff 1 PDE Res. Div. Staff 3 Coordinators	#1 with CSs	(9 participants)

AM = 9-12:30

Group	Tryout Staff	Questionnaire Version	Number of Participants
2.	1 Rx Staff 1 PDE Res. Div. Staff 3 Coordinators	#1 with CSs	(8 participants)

PM = 2:15-3:45

Group	Tryout Staff	Questionnaire Version	Number of Participants
3.	1 Rx Staff 1 PDE Res. Div. Staff 1 Coordinator	#1 with CSs	(8 participants)

Tryout #2

AM = 9:00-11:00

Group	Tryout Staff	Questionnaire Version
1.	1 Project 81 Staff 2 Coordinators	(C1) = 3 Q, (1st half of CG), CSs + PIs abbreviated
2.	2 PDE Res. Div. Staff	(C2) = 3 Q, (2nd half of CG), CSs + PIs
3.	1 Project 81 Staff 1 Coordinator	(D1) = 2 Q, (1st half of CG), CSs + PIs
4.	1 Rx Staff 3 Coordinators	(D2) = 2 Q, (2nd half of CG), CSs + PIs

PM = 1:00-2:45

Group	Tryout Staff	Questionnaire Version
5.	1 PDE Res. Div. Staff 1 Coordinator	(B2) = 2 Q, (2nd half of CG), CSs
6.	1 Rx Staff 1 Coordinator	(A1) = 3 Q, (1st half of CG), CSs
7.	4 Coordinators 1 PDE Res. Div. Staff	(A2) = 3 Q, (2nd half of CG), CSs

Key: CSs = Competency Statements
PIs = Performance Indicators

Project 81 - Community Survey Tryout

READ THE FOLLOWING TO EACH GROUP OF PARTICIPANTS:

1. • We asked to meet with you today in order to get your reaction to some community survey materials which might eventually be used with the Project 81 districts. The materials are in a first draft or prototype form and we need your reactions to help us identify problem areas. On the basis of your reactions we will revise and improve the materials.

2. • The survey materials, consist of two letters and 1 questionnaire (show). We are interested in answering three general questions regarding these survey materials. First, are the letters clear and are the directions for the questionnaire clear? (i.e., Will people be able to understand them?) Second, are the competency statements clear and meaningful? (i.e., Will people be able to respond to them meaningfully?) Third, how much time will be required to respond to the survey?

3. • I want to emphasize one thing very strongly. We are not testing you. We are testing our materials. Therefore, as you participate in this tryout please give us your honest response. If something is unclear or confusing please tell us. If you are not honest and candid with us, then this tryout will be a waste of our effort and yours. I hope it is clear that we are asking you to be our critics.

4. • With that brief introduction in mind, here is what we plan to do. We are going to distribute the materials to you in the same order in which people would receive them through the mail. Take your time and read through each letter or questionnaire in the same manner that you would if you were at home by yourself. <u>However, as you read please circle any words or passages which are unclear and jot down any questions</u> you might have. After you finish reading the two letters and after you respond to the questionnaire, we will go through the materials paragraph by paragraph (or section by section) and ask for your reactions.

5. • For example, we will ask the following kinds of questions.

RE: THE LETTERS -

(1) Was there anything in the first (second, etc.) paragraph which was unclear or confusing to you?

(2) Did you have any questions about the first (second, etc.) paragraph?

(3) Would you suggest that we change anything or give you any additional information?

(4) What was your overall reaction to each letter with respect to its:
a) Appeal (interesting or uninteresting)
b) Clarity (clear or confusing)
c) Length (too long or short, or ok)

(5) (Ask Ss to state the purpose, sponsors, selection procedure and use of results of the survey in their own words.)

RE: THE QUESTIONNAIRE -

(1) Were the directions for the questionnaire clear? Would you recommend that they be changed in any way?

(2) Were any of the competency statements on the left side of the form (page 1, 2, etc.) unclear or confusing to you?

(3) Were any of the three (or 2) questions unclear or confusing?

(4) Did you feel you had sufficient information to answer the three questions which were asked?

(5) (Ask Ss to state in their own words what each question is asking.)

(6) What was your overall reaction to the questionnaire with respect to its:
a) Purpose (worthwhile or not worthwhile)
b) Clarity (clear or confusing)
c) Length (too long or short, or ok)

(7) Would you have completed and returned the questionnaire had you actually received it through the mail?
(Yes - No - Not sure)

6. • With the above questions in mind then --
Let's start.

Distribute the letters and questionnaires in the proper order (#1 - 2 - 3 - etc.).

**Remind the Ss to read the materials in the proper order and remind them to circle parts which are unclear or confusing.

Keep track of the time it takes each S to read each document. Collect all materials after you finish talking to the participants.

Questions to be Asked in Small Group Discussions of Field Test Materials

Letters

Pre

Do you have some idea of what Project 81 is?
Did the pamphlet help clarify Project 81?
(Letter, pamphlet)

Does the letter create interest in responding to the questionnaire?

Is anything in the letter so negative that it would lead you to not respond?

Cover

Does this letter clearly describe what we want?

How do you see the task you are being asked to do?

Is the process by which you were selected clear?

Do you understand the section on privacy?

Questions to be Asked in Small Group Discussions of Field Test Materials

Survey

Are the directions clear?

Do you understand what you are to do?

How did you do it (across or down)?

Who read the statement as, is it important to me as an adult?

How many responded as if it was adults in general?

Have you circled any competencies that you did not understand?

Do the statements under the competencies contribute to understanding of them?
If not, can you cite specific statements that are problems?

Field Test Sample

TRYOUT #1

-PROJECT 81-

Tryout Responses to Letter:

(1) Not enough information about Project 81. (2) Suggest use "81 flyer". (3) Change "young people" to "students" or "persons". (4) Ask for their help - don't tell!! (5) Tell people how they were chosen (randomly). (6) Letter implies questionnaire is present (confusing). (7) Put the purpose up front - give people a stronger reason for responding and stress importance more!!! (8) Use a simpler term than competencies and give examples.

February 20, 1978

Dear (Friend)

Project 81 is presently underway in the State of Pennsylvania. Your district, in cooperation with the state, intends to take a look at high school graduation requirements and to explore ways in which both school and community resources can be used to better prepare high school students for the real world beyond graduation.

During the past year, volunteer groups of high school students, educators and community members got together to identify the "competencies" (skills, knowledge and abilities) young people are likely to need after leaving school.

Now, we need your help!

We plan to conduct a survey to find out how you, the community, feel about the competencies students should have upon graduation from high school. You have been chosen to participate in the survey. In the next few weeks you will be receiving a questionnaire which will ask for your opinions about these competencies.

We need your participation in the survey. Your quick return of the questionnaire will help us learn the opinions of our community.

We thank you in advance for your time and cooperation.

Sincerely,

President of School Board	Superintendent of Schools	Local Coordinator Project 81

Field Test Sample

TRYOUT #1

-PROJECT 81-

Tryout Responses to letter:

(1) Give example of competencies. (2) Tell people how they were selected (randomly). (3) "Ask" people to complete the questionnaire. (4) "Note" re privacy is too strong.

February 28, 1978

Dear (Friend)

As we explained in our previous letter we are conducting a survey of the "competencies" (skills, knowledge and abilities) students should have upon graduation from high school. We want to determine (1) how important the proposed competencies are to the community and school programs, and (2) which competencies should be recommended as possible high school graduation requirements.

We are now sending questionnaires to people selected for the survey. Your response is very important if the results of the survey are to be truly representative of our community. Please respond to all three questions for each of the ___ competency statements. A self-addressed, stamped return envelope has been provided for your convenience.

A Note on Privacy

We want to protect your privacy. There is a code number on your questionnaire. We will use the code number only to insure that you will not be bothered by reminder letters once you have completed and returned the questionnaire. At no time will questionnaires be identified by name.

Thank you for your cooperation. If you have any questions, please call (Coordinator) at _____.

Sincerely,

President of School Board	Superintendent of Schools	Local Coordinator Project 81

Project 81 Community Opinion Survey

Listed on this form are competency statements written by volunteer students, community members and professional staff.

Directions: Read all the competency statements on the left hand sides of the form before beginning to answer the three (3) questions on the right side.
Place any comments you may have in the space provided at the end of this form.
Circle one (1) response under each of the three questions at the top right side of the competency statements.

Sample: 1. Manage Personal Finances — How .... to VI I LI NI — How .... to VI I LI NI — Do .... to Y N

	How important is it to be able to				How important is it that our school programs prepare young people to				Do you recommend that, as a graduation requirement, young people should be able to	
	Very Important VI	Important I	Less Important LI	Not Important NI	Very Important VI	Important I	Less Important LI	Not Important NI	Yes Y	No N
1. Apply for and use credit.	VI	I	LI	NI	VI	I	LI	NI	Y	N
2. Practice energy conservation.	VI	I	LI	NI	VI	I	LI	NI	Y	N
3. Perform routine homemaking tasks.	VI	I	LI	NI	VI	I	LI	NI	Y	N
4. Practice nutrition.	VI	I	LI	NI	VI	I	LI	NI	Y	N
5. Use recreational resources.	VI	I	LI	NI	VI	I	LI	NI	Y	N
6. Prepare for a job.	VI	I	LI	NI	VI	I	LI	NI	Y	N
7. Explain reproductive system.	VI	I	LI	NI	VI	I	LI	NI	Y	N
8. Conserve natural resources.	VI	I	LI	NI	VI	I	LI	NI	Y	N
9. Exercise legal rights.	VI	I	LI	NI	VI	I	LI	NI	Y	N
10. Use governmental services.	VI	I	LI	NI	VI	I	LI	NI	Y	N

B 11

SAMPLE QUESTIONNAIRE

Project '81 Community Opinion Survey

Listed on this form are competency statements written by volunteer students, community members and professional staff.

Directions: Read all the competency statements on the left hand sides of the form before beginning to answer the three (3) questions on the right side.
Place any comments you may have in the space provided at the end of this form.
Circle one (1) reponse under each of the three questions at the top right side of the competency statements.

Sample	1. Manage Personal Finances	How ... to VI I LI NI	How ... to VI I LI NI	Do ... to Y N

		How important is it to be able to				How important is it that our school programs prepare young people to				Do you recommend that, as a graduation requirement, young people should be able to	
		Very Important VI	Important I	Somewhat Important LI	Unimportant NI	Very Important VI	Important I	Less Important LI	Not Important NI	Yes Y	No N
1.	Apply for and use credit.	VI	I	LI	NI	VI	I	LI	NI	Y	N
2.	Practice energy conservation.	VI	I	LI	NI	VI	I	LI	NI	Y	N
3.	Perform routine homemaking tasks.	VI	I	LI	NI	VI	I	LI	NI	Y	N
4.	Practice nutrition.	VI	I	LI	NI	VI	I	LI	NI	Y	N
5.	Use recreational resources.	VI	I	LI	NI	VI	I	LI	NI	Y	N
6.	Prepare for a job.	VI	I	LI	NI	VI	I	LI	NI	Y	N
7.	Explain reproductive system.	VI	I	LI	NI	VI	I	LI	NI	Y	N
8.	Conserve natural resources.	VI	I	LI	NI	VI	I	LI	NI	Y	N
9.	Exercise legal rights.	VI	I	LI	NI	VI	I	LI	NI	Y	N
10.	Use governmental services.	VI	I	LI	NI	VI	I	LI	NI	Y	N

B12

81

82

3.3

Tryout Responses:

(1) Directions presented problems (left side - right side). (2) They need to be much easier to follow. (3) The sample was not completed. (4) Suggest you label the questions. (5) Competencies: a good # were unclear (circled 6 comments). (6) At least 1/2 said "Need include basic skills."

Tryout Responses:

1. *Letter only moderately stimulating (Liked pre-letter idea - though).*
2. *Paragraph 2 - Sentence too long - (edit).*
3. *Use another word for "competencies" (skills, experiences and knowledge).*
4. *Stress importance of 81 more strongly. Need a "grabber" introduction!!*
5. *Tell why their response is needed (stronger reason for responding).*
6. *Nothing in letter objectionable.*
7. *Liked the idea of an "endorsement committee."*
8. *Perceived as pertaining only to high school.*

Field Test Sample

-PROJECT 81-

March 3, 1978

Dear (Friend)

State sponsored Project 81 is presently underway in the District and in eleven other Pennsylvania school districts. The project was undertaken to examine high school graduation requirements. The project also will explore new ways of using both school and community resources to prepare students to cope with the demands of adult life. The above tasks will be completed by 1981, hence the name, Project 81.

During the past year, volunteer groups of high school students, teachers, and community members completed responses to the Project 81 statement, "A high school graduate should be able to ...," to identify the "competencies" (skills, knowledge and abilities) high school graduates are likely to need after leaving school.

Now, the school would like to find out which of the competencies are (1) important to the community, (2) should be taught in school programs, and (3) should be considered as possible high school graduation requirements. Therefore, the school plans to conduct a survey of the community. You have been randomly chosen to participate in the survey.

In the next few weeks you will be receiving a questionnaire which will ask for your opinions about the "competencies" ("create and use a budget," "perform routine banking," "assess career goals," etc.) students should have upon graduation from high school. We would be very appreciative if you would participate in the survey.

The school wants and needs your participation. Your prompt return of the forth-coming questionnaire will help us learn the opinions of our community.

We thank you in advance for your time and cooperation.

Sincerely,

President of School Board	Superintendent of Schools	Local Coordinator Project 81

Tryout Responses:

1. *Response to this letter similar to other pre-letter. Need to be more stimulating!!*
2. *Several comments that "Pamphlet" contains too much educationese.*

-PROJECT 81-

March , 1978

Dear (Friend)

Project 81 is presently underway in the School District and at 11 other sites in Pennsylvania. The enclosed pamphlet will give you a brief description of how the project came about, what it involves and what it may mean to you. Basically what the project comes down to is this. Your district, in cooperation with the state, intends to take a look at high school graduation requirements and to explore ways in which both school and community resources can be used to better prepare high school students for the real world beyond graduation.

During the past year, volunteer groups of high school students, educators and community members got together to identify competencies that they felt students leaving our school are likely to need in life. By competencies we mean the skills, knowledge and abilities necessary to function as an adult.

Now we would like to ask for your help.

We plan to conduct a survey to find out how you, as a member of our community, feel about the competencies students should have upon graduation from high school. You have been selected randomly from the local community to participate in the survey. In the next few weeks you will be receiving a questionnaire asking your opinions about some proposed competencies.

We need your participation in the survey. Once you receive it, a quick return of the completed questionnaire will be very helpful to us. It will let us know what the feelings of our community about these competencies really are.

We would like to take this opportunity to thank you in advance for you cooperation.

Sincerely,

President of School Board	Superintendent of Schools	Local Coordinator Project 81

Enclosure

B 14

Tryout Responses:

1. *The cover letter generally met with better acceptance than either of the pre-letters.*
2. *Nothing found to be objectionable in cover letter.*
3. *Sentences short, meaning clear, etc.*

Field Test Sample
Cover Letter

-PROJECT 81-

March 14, 1978

Dear (Friend)

In our letter of March 3, 1978, we explained that you had been randomly selected to take part in a survey. We are particulary interested in your opinions about the "competencies" (skills, knowledge and abilities) students should have upon graduation from high school. The school wants to find out which of the competencies (1) are important to the community, (2) should be taught in school programs, and (3) should be considered as possible high school graduation requirements.

The school wants and needs your opinions. Please take the time to participate in this survey of students, parents and other community members. Complete the enclosed questionnaire and return it in the self-addressed, stamped envelope which has been provided for your convenience.

We are concerned with the importance of protecting your privacy. There is a code number on your questionnaire. We will use the code number only to insure that you will not be bothered by reminder letters once you have completed and returned the questionnaire. At no time will questionnaires be identified by name.

Thank you for your cooperation. If you have any questions, please call (Coordinator) at _____.

Sincerely,

_____	_____	_____
President of School Board	Superintendent of Schools	Local Coordinator Project 81

Form A 1

Project 81 Community Opinion Survey

DIRECTIONS: Listed on this form are competency statements written by volunteer students, community members and teachers in this district.

Please read over all the competency statements in the left hand column before beginning to answer the questions. Notice that the competency statements are grouped with headings. You will be rating ONLY the competency statements.

Circle one (1) response under each question to the right of the competency statements.

Competency Statements	How important is it that an adult be able to:				How important is it that students in our schools be taught to:				Do you RECOMMEND that as a graduation requirement, young people should be able to:	
	Very Important	Important	Less Important	Not Important	Very Important	Important	Less Important	Not Important	Yes	No
	Circle one response for each question.									
Sample: Plan nutritional needs	VI	I	LI	NI	VI	I	LI	NI	Y	N
Sample: Prepare federal income tax forms	VI	I	LI	NI	VI	I	LI	NI	Y	N
KEEP A JOB										
1. Practice work responsibilities	VI	I	LI	NI	VI	I	LI	NI	Y	N
2. Perform job tasks	VI	I	LI	NI	VI	I	LI	NI	Y	N
3. Exercise job rights	VI	I	LI	NI	VI	L	LI	NI	Y	N

Tryout Responses:
1. *Directions still not clear (sequence, sample)*
2. *CS too brief/too little. Said "need more".*

B 16

Form B 2

Project 81 Community Opinion Survey

DIRECTIONS: Listed on this form are competency statements written by volunteer students, community members and teachers in this district.

Please read over all the competency statements in the left hand column before beginning to answer the questions. Notice that the competency statements are grouped with headings. You will be rating ONLY the competency statements.

Circle one (1) response under each question to the right of the competency statements.

Competency Statements	How important is it that students in our schools be taught to:				Do your RECOMMEND that, as a graduation requirement, young people should be able to:	
	Very Important	Important	Less Important	Not Important	Yes	No
	Circle one response for each question.					
Sample: Plan nutritional needs	VI	I	LI	NI	Y	N
Sample: Prepare federal income tax forms	VI	I	LI	NI	Y	N
CHOOSE A CAREER						
1. Assess personal capabilities	VI	I	LI	NI	Y	N
2. Assess career goals	VI	I	LI	NI	Y	N
3. Analyze career opportunities	VI	I	LI	NI	Y	N
4. Analyze career benefits	VI	I	LI	NI	Y	N

B 17

SAMPLE

Form C 1

Project 81 Community Opinion Survey

DIRECTIONS: Listed on this form are competency statements written by volunteer students, community members and teaching staff of our school district.

Read through the competency statements in the left hand column before beginning to answer the questions about them. Notice that competency statements are grouped with headings and that each competency statement may be followed by a brief description of the statement. These are to help you to understand the meaning of the competency statement. You will be rating ONLY the competency statements.

Circle one (1) response under each question to the right of the competency statements.

COMPETENCY STATEMENTS	How important is it that an adult be able to:				How important is it that students in our schools be taught to:				Do you RECOMMEND that, as a graduation requirement, young people should be able to:	
	VERY IMPORTANT	IMPORTANT	LESS IMPORTANT	NOT IMPORTANT	VERY IMPORTANT	IMPORTANT	LESS IMPORTANT	NOT IMPORTANT	YES	NO
					Circle one response for each question.					
Sample: PRESERVE THE ENVIRONMENT (heading)										
Practice energy conservation (competency) (Need for conservation, ways to conserve)	(VI)	I	LI	NI	VI	(I)	LI	NI	Y	(N)

B 18

90

91

3.9

Form D 2

Project 81 Community Opinion Survey

DIRECTIONS: Listed on this form are competency statements written by volunteer students, community members and teaching staff of our school district.

Read through the competency statements in the left hand column before beginning to answer the questions about them. Notice that competency statements are grouped with headings and that each competency statement may be followed by up to five additional statements. These are to help you to understand the meaning of the competency statement. You will be rating ONLY the competency statements.

Circle one (1) response under each question to the right of the competency statements.

Competency Statements	How important is it that students in our schools be taught to:				Do you RECOMMEND that, as a graduation requirement, young people should be able to:	
	Very Important	Important	Less Important	Not Important	Yes	No
	Circle one response for each question.					
Sample: Preserve the environment (Heading)						
Practice energy conservation (Competency)	VI	I	LI	NI	Y	N
Understand the need for conservation						
Understand conservation of energy						
Know how energy is produced						
Drive to conserve energy						

B 19

Tryout Responses: 1. CG, CS, PI format generally clear to people. 2. Problems with PIs within a CS.

3.10

Tryout Responses re: Questionnaires

--Competency statements alone felt to be too vague by a large number of people.
--Needs better format (dont split questions on two pages)
--Example needs to be explained verbally (+ (VI)(I) etc.)
--What "graduation requirement" is, needs to be explained! People interpret differently.

Taking a course, or passing a course, or passing a test, or participating in a simulated activity or a community based experience.

(Many comment about exposure)

Question of exposure-some say expose, don't require; others say exposure is a new form of the Carnegie unit.

What level of the competency is being taught or required?

--Need qualify frame of reference for question 1-"In your view, how important is it-etc."

--Need present PIs under each CS in sentence form and in smaller type (possibly in parentheses). (Edit for homogeneity of content.)

--Questionnaire too long and too general to send out.

--If I checked VI or I for both of the first two questions, I thought that I had to check yes under requirement to prove I felt it was important.

--This may intimidate many parents. It reads as though a teacher compiled it and they may not appreciate that. Many areas are broad and may be misinterpreted.

--I dont' think people will fill this out. Many competencies seem like things you learn in everyday life.

--Vertical is preferable to horizontal presentation.

--Increasingly hesitant to respond positively as you go across the page.

--Full display of PIs better than an abbreviated display.

--Basic skills concept must be included.

--Only staunch middle class school supporters will respond to this.

Summary of Percentage *Tryout Responses:*

	Question 1				Question 2				Question 3		Average Number
	VI	I	LI	NI	VI	I	LI	NI	Y	N	of Grad. Req.
A1	50	25	6	1	40	30	11	2	50	34	13.3
(PI) C1	45	31	18	5	44	28	21	7	30	70	9.8
A2	45	43	9	1	49	38	9	1	62	33	21.7
(PI) C2	58	27	12	2	52	27	13	3	61	33	20.6
(PI) D1	———				32	41	25	3	48	52	16.7
B2	———				38	48	13	0	58	39	19.8
(PI) D2	———				35	39	18	3	43	49	14.8

Appendix C

Final Tryout Report

Appendix C

Final Tryout Report

PROJECT 81

VALIDATION PROCESS: PARTICIPANTS IN FIELD TEST OF QUESTIONNAIRE

TRYOUT #3

APRIL 14, 1978

	Group A (9)	Group B (6)
9 - 11 A. M.	9 Community Members	6 Students
	Group C (6)	**Group D (6)**
1 - 3 P. M.	6 Community Members	6 Community Members

Conducted By:

1 Rx Staff
2 PDE Res. Div. Staff
2 Project 81 Staff
2 Coordinators

PROJECT 81 COMMUNITY SURVEY

_____ SCHOOL DISTRICT

Please complete and return this form.

DIRECTIONS: Read the examples completed by an imaginary person in our school district.

EXAMPLE!

Volunteer students, teachers and community members from our school district said that, "A person leaving school should possess or be able to....

COMPETENCY STATEMENTS	How important is it that adults in general be able to: VERY IMPORTANT	IMPORTANT	LESS IMPORTANT	NOT IMPORTANT	How important it is that students in our schools be taught to: VERY IMPORTANT	IMPORTANT	LESS IMPORTANT	NOT IMPORTANT	Do you RECOMMEND that, in order to receive a high school diploma, a student should be able to: YES	NO
FUNCTION WITHIN THE AMERICAN SYSTEM OF LAW										
1. Use legal documents (Understand contracts, permits, licenses, wills, leases, warranties, guarantees, deeds, petitions)	(VI)	I	LI	NI	(VI)	I	LI	NI	(Y)	N
2. Exercise legal rights (Civil rights, constitutional rights, renter's rights, property rights, rights in court)	(VI)	I	LI	NI	VI	(I)	LI	NI	Y	(N)

- In the first example above, the person circled VI, VI and Y. That means that this person thinks that the USE OF LEGAL DOCUMENTS is Very Important (VI) to adults in general, and Very Important (VI) to teach in our schools. This person also thinks that students should be able to use LEGAL DOCUMENTS in order to receive a high school diploma (circle Y for Yes).

- In the second example above, the person circled VI, I and N. That means that this person thinks that the EXERCISE OF LEGAL RIGHTS is Very Important (VI) to adults in general and Important (I) to teach in our schools. However, this person did not think that students had to be able to EXERCISE LEGAL RIGHTS in order to receive a high school diploma (circle N for No).

Rate the skills on the following pages in the way shown in the example. Read all of the skills and abilities shown on the left. Then answer the three questions about each skill. Circle one response for each question.

Summary of Tryout #3 Outcomes

Pre-Letter:

1. Emphasize importance of district's role
2. Clarify purpose/use of results.
3. Tell how chosen.
4. Reason for completing questionnaire should be made more explicit (make decision -- do a better job -- establish priorities).
5. Suggest use of endorsement committee.
6. Clarify sponsors

Cover Letter:

1. Emphasize reason for responding.
2. Mention confidentiality of response and code number.
3. Cite the self-addressed, stamped return envelope.

Questionnaire:

1. Mostly in need of format changes.
2. Questions seem to communicate what we want.
3. Use of two questions would be preferable to three-
   Would elicit greater response (length considerations)
   in all likelihood.
4. Might incorporate Basic Skills in the example. Need to cite the school's primary focus on Basic Skills at some prominent point in the materials.
5. Might change last foil for question two (Not The School's Job (NS'J).
6. Forced distribution (idea).

Summary of Format Change Recommendations re: Tryout #3

(Italicized type indicates the changes recommended to this draft based on the results of the tryout.)

PROJECT 81 COMMUNITY OPINION SURVEY

Please complete and return this form.

*INSTRUCTIONS: Read the example completed by an imaginary person in our school district---

EXAMPLE!

Volunteer students, teachers and community members from our school district said that, "A person leaving school should have the knowledge or skill to be able to ...	*How important is it that adults in general be able to:*				*How important it is that students in our schools be taught to:*				*Do you RECOMMEND that, in order to receive a high school diplom a student should be abl to:*	
	VERY IMPORTANT (VI)	LESS IMPORTANT (I)	NOT IMPORTANT (LI)	(N)	VERY IMPORTANT (VI)	LESS IMPORTANT (I)	NOT IMPORTANT (LI)	(N)	YES (Y)	NO (N)
FUNCTION WITHIN THE AMERICAN SYSTEM OF LAW										
1. Use legal documents (Understand contracts, permits, licenses, wills, leases, warranties, guarantees, deeds, petitions)	(VI)	I	LI	NI	(VI)	I	LI	NI	(Y)	N
2. Exercise legal rights (Civil rights, constitutional rights, renter's rights, property rights, rights in court)	(VI)	I	LI	NI	VI	(I)	LI	NI	Y	(N)

EXPLANATION OF EXAMPLE:

- *In #1 above, the person circled VI, VI and Y for "USE LEGAL DOCUMENTS." That means that this person thinks that the USE OF LEGAL DOCUMENTS is Very Important (VI) to adults in general, and Very Important (VI) to teach in our schools. This person also thinks that students should be able to use LEGAL DOCUMENTS in order to receive a high school diploma (circled Y for Yes).*

- *In #2 above, the person circled VI, I and N for "EXERCISE LEGAL RIGHTS." That means that this person thinks that the EXERCISE OF LEGAL RIGHTS is Very Important (VI) to adults in general and Important (I) to teach in our schools. However, this person did not think that students had to know how to EXERCISE LEGAL RIGHTS in order to receive a high school diploma (circled N No).*

Rate the skills on the following pages in the way shown in the above example. Read all of the skills and abilities show on the left. Then answer the three questions about each skill. Circle one response for each question.

PROJECT 81 COMMUNITY SURVEY

Please complete and return this form.

This is a list of competency goals and competency statements generated by volunteer students, teachers and community members...Please CIRCLE one response for each of the THREE questions for EACH competency.

	How important is it that adults in general be able to:				How important it is that students in our schools be taught to:				Do you RECOMMEND that, in order to receive a high school diploma a student should be able to:	
	VERY IMPORTANT (VI)	LESS IMPORTANT (I)	NOT IMPORTANT (LI)	(N)	VERY IMPORTANT (VI)	LESS IMPORTANT (I)	NOT IMPORTANT (LI)	(N)	YES (Y)	NO (N)
KEEP A JOB										
1. Practice work responsibilities (Carry out tasks, respect authority, work with others)	VI	I	LI	NI	VI	I	LI	NI	Y	N
2. Perform job tasks (Demonstrate job skills)	VI	I	LI	NI	VI	I	LI	NI	Y	N
3. Exercise Job rights (Know agencies for help, know rights)	VI	I	LI	NI	VI	I	LI	NI	Y	N
FUNCTION WITHIN FAMILY STRUCTURE(S)										
4. Use parenting skills (Know responsibilities, set values, provide care)	VI	I	LI	NI	VI	I	LI	NI	Y	N
5. Make decisions related to family planning (Family planning concepts, important factors to consider, care during pregnancy)	VI	I	LI	NI	VI	I	LI	NI	Y	N
6. Care for other family members (Handle family problems, communicate, understand interpesonal relationships)	VI	I	LI	NI	VI	I	LI	NI	Y	N
7. Make decisions related to marriage (Significance of marriage, problems related to divorce)	VI	I	LI	NI	VI	I	LI	NI	Y	N
8. etc.										
.										
.										
N										

Tryout #3 (N=23)

Summary of Responses to Evaluation Questionnaire

TIME AM or PM GROUP 1-4 Q FORM ½ or WHOLE

Project 81 - Local Validation Questionnaire Tryout

Please circle one response for each question and comment freely!!

Did the PRE-LETTER:	YES	NO	(NR)	COMMENTS
1. Adequately describe Project 81?	Y_{22}	N_{1}		*Could describe more. Yes, but too abstract. Perhaps more detail would help.*
2. Clearly tell why the study was being done?	Y_{21}	N_{1}	1	*Not at all clear.*
3. Clearly identify the study sponsors?	Y_{15}	N_{6}	2	*Should PDE be mentioned.*
4. Clearly explain how you were chosen?	Y_{11}	N_{3}		*Is project 81 the sponsors (Who?) = 4. Don't understand*
5. Convince you that the topic was important?	Y_{22}	N_{1}		
6. Give you a good reason why the questionnarie should be completed?	Y_{21}	N_{2}		*Doesn't really mention it. Won't make a difference anyway*
7. Explain how the results would be used?	Y_{21}	N_{2}		
8. Grab and keep your attention?	Y_{21}	N_{2}		*Seems a little boring.*
9. Offend you in any way?	Y_{1}	N_{22}		*"You'll see" (paragraphy).*
10. Arouse your interest and anticipation?	Y_{21}	N_{2}		*To me but maybe not to others Not really great.*
11. Confuse you in any way?	Y_{1}	N_{22}		
12. Overall, was the letter generally easy to read and understand?	Y_{22}	N_{1}		*Maybe a little confusion.*

Project sounds too simplified to me. "So we can decide" paragraphy -- Implies what I put doesn't count.
Project 81 is long overdue!! Maybe too soft sell - Pleading.
First paragraph is simple and direct. Should communicate to all (educated and uneducated) overall. Enclosure should be the same.

Did the COVER-LETTER:	YES	NO	(NR)	COMMENTS
1. Clearly explain the purpose of the study?	Y_{18}	N_{4}	1	*Do on the pre-letter (2).*
2. Clearly identify the study sponsors?	Y_{13}	N_{8}	2	*Is it project 81? (2). Use a clear letterhead.*
3. Clearly explain how your response would be treated confidentially?	Y_{4}	N_{8}		*Not really treated. Doesn't out and say.*
4. Give you a strong enough reason to respond?	Y_{21}	N_{1}	1	*I'm very interested in how it works. Could be better!!*
5. Arouse your interest?	Y_{20}	N_{2}	1	
6. Offend you in any way?	Y_{1}	N_{21}	1	
7. Confuse you in any way?	Y_{1}	N_{20}	2	
8. Clearly explain the procedure for returning the questionnaire?	Y_{20}	N	3	
9. Make it clear that you were only receiving one-half of the competency statements:	Y_{20}	N		
10. Did you have any particular reaction, either positive or negative, to receiving only one-half of the competency statements?	Y	N		

Regarding the QUESTIONNAIRE:	YES	NO	(NR)	COMMENTS
1. Were the directions clear?	Y_{20}	N_{1}	2	*Hazy. Reformate "example."*
2. Was the example clear?	Y_{18}	N_{4}	1	*Yes, but lengthly.*
3. Was it visually appealing?	Y_{12}	N_{5}	6	*Spread out more. No-confusio*
4. Did it ask important questions?	Y_{22}	N	1	*As any survey can be.*
5. Was each question clear?	Y_{22}	N	1	*Examples helpful. Most clear*
6. Could you readily answer the questions?	Y_{19}	N_{3}	1	*Too many categories for time allowed. Some were unclear.*
7. Did the statements under the competency goals generally help to clarify them?	Y_{21}	N_{1}	1	*They made it easier to understand.*
8. Were any of the competency goals difficult to respond to? (Why)	Y_{6}	N_{17}		*Self-explanatory. Requiring Big Step. Statements too broad or detailed. I believe most should be taught at home*
9. Did you have any particular reaction, either positive or negative, to the length of the questionnaire? (a little too long) (nice length ½)	Y_{6}	N_{16}	1	
10. Did any of the competency goals offend you in any way?	Y	N_{21}	2	
11. Did any part of the questionnaire confuse you?	Y_{5}	N_{16}	1	*Visual top format. A little.*
12. Was the questionnaire generally easy to read and understand?	Y_{22}	N	1	
13. Was your overall reaction to the questionnaire favorable?	Y_{22}	N	1	
14. Did the competency goals generally cover things which you consider to be important?	Y_{22}	N	1	
15. Do you think you would have responded to the questionnaire had you received it through the mail?	Y_{23}	N		
16. What questions, if any do you have about the questionnaire?	Y	N		

- *Format of "example" confusing. Where is it?*
- *Most of the language is too complicated for the average person. Some questions are above the heads of high school students - Only professionals could solve the problems.*
- *It would be impossible to teach students all of the items in the questionnaire in addition to all their other studies.*
- *Competency goals 55 & 56 are difficult to respond to.*
- *Goals 17 thru 22 should be covered in schools but are most likely learned at home.*
- *Seems to be vocational more than educational.*
- *It was a bit long for people to fill in - but if you got their attention they might do it if at home.*

Appendix D

Implementation Procedures Guidelines

Appendix D

Commonwealth of Pennsylvania
Department of Education

Project 81

Implementation Procedures for Local Validation

May 12, 1978

The material which follows gives the procedures suggested for local validation, the timeline for survey implementation (Chart I) and the givens and options (Chart 2). Where appropriate, attachments are provided to supplement the procedures suggested.

Suggested Procedures:

1. Confirm validation procedures with local authorites.

2. Amend suggested timeline to fit your needs. (i.e., if you can get things underway earlier than the suggested dates, please do so. However, allow at least 10 days between follow-ups). Decide on your second and third follow-up procedures. Ed Patrick would recommend that the second follow-up also be a letter. Save your personal phone calls and visits for last.

3. Line up volunteer helpers, clerical staff and printers.

4. Line up survey sponsors (if you choose to use them).

5. A. Select your sample (see Attachments A-1 and A-2) of 400 community members. Use the "Systematic Sampling with a Random Start" sampling procedure. The best "list" would include all of the community members who are 18 and over. Call Frank Reardon (717-787-4860) or Ed Patrick (215-561-4100, ext. 282) if you have any questions.

   B. Prepare your Master List of the people sampled. Attachment A-3 indicates the 14 categories of information to be provided for each person sampled. The list will serve as a control device to assist you in tracking the progress of the survey. When the survey is completed, tear off columns 1-3 (name, address and the telephone number and send columns 4-14 to Frank Reardon. This chronological record will help us to reconstruct the events of the survey.

NOTE:

(1) The information regarding columns 7, 8 and 9 most likely will be the same for all of the survey respondents in your district. The information regarding columns 10 and 11 will probably vary by a day or two. In any event, record the date and nature (letter, letter and note, phone call, personal visit by assistant or yourself, etc.) of the second and third follow-ups for each respondent.

(2) The ID number assigned in column 4 is the number that should be stamped (typed, hand recorded or whatever) in the box in the upper right hand corner of each page of each survey form which that person receives.

(3) Ed Patrick will be in touch with you regarding the survey conditions which he discussed briefly at the meeting (i.e., half of sample getting green materials versus white materials, and/or handwritten notes versus no notes on cover and follow-up letters, etc.). He will provide additional information regarding these matters via phone and letter communications.

(4) The entries for columns 6 and 6-A (age and demographic status) are optional depending on what type of data you have available on your "Population List." Ed Patrick will negotiate these entries (columns 6 and 6-A) with you over the phone.

(5) It would also be advisable to pick 10 alternative respondents from your Population List, at the start, as replacements for people whose survey materials are returned to you by the Post Office as "Party No Longer at This Address." Use the Systematic Sampling with a Random Start procedure to pick 10 people from the entire list, then randomly pick from those 10 if replacements (for the above reason) are needed. If you have any questions call Frank or Ed. Respondents who refuse to complete the survey cannot be replaced.

6. Prepare your Pre-, Cover and Follow-up letters. You should have the samples provided at the last two or three monthly coordinators meetings. Attachments A-4 and A-5 present the Pre- and Cover letters as revised after the third tryout. Attachment A-6 presents the original follow-up letter (if you have misplaced any of of the other tryout #1 and 2 sample letters and want copies, call Ed). Adapt and adopt these letters to suit your purposes--but, at a minimum. Please include the following:

Pre-Letter

a. Identify the sponsors of the survey.
b. Tell why the study is being done.
c. Tell how the results will be used.
d. Tell how the respondent was chosen.
e. Give a reason why the form should be completed.

Cover Letter

a. Report the purpose of the study.
b. Identify the sponsors.
c. Cite the self-addressed, stamped envelope.
d. Tell how the responses will be confidential (i.e., how their code number will be used).
e. Elicit a prompt response in a polite way. Let them know you mean business and intend to follow up.

Follow-Up Letter

a. State that you haven't received the questionnaire yet.
b. Note that you are eagerly awaiting it.
c. Give the respondent an out (perhaps you have forgotten).
d. Note that another questionnaire and stamped, return envelope are enclosed.
e. Indicate how necessary their response is to the study.
f. Ask to call if needed.

7. Clear copies of Pre-, Cover and Follow-up letters with Judy. Mail to Judy on or before May 12. Judy will call you regarding confirmation upon receipt of your letters.

8. A. Receive copy of PDE "Sample Questionnaire Form" in the mail by May 12. (Attachment A-7 sent May 12).

   B. Personalize the Sample to fit your district. Make arrangements (in-district or commercially) to have your questionnaire set up and typed. Base the format of your questionnaire on the format shown in the "Sample Questionnaire."

      (1) Substitute your letterhead for _____ area School District.
      (2) Insert your descriptor words in place of those listed in the Sample, etc. (Select words to reflect the scope of your PI's.)

9. Clear your version of the QUESTIONNAIRE with Judy (i.e., mail a photocopy of your mockup questionnaire to Judy for her clearance, by May 23 if possible). In any event, get Judy's clearance before you go to press.

10. Arrange for the printing of your letters and questionnaire. (Use special letterhead, high quality paper if you can.)

NOTE:

A. You will be surveying 400 community members (random sample) and whatever number of students and school staff you decide on.

B. Suggested minimums for printing:

Pre-Letter	450
Cover Letter	450
Questionnaire	1,000
1st Follow-up Letter	300

2nd Follow-up Letter (at your option)--Call Ed Patrick if you want ideas regarding a second follow-up letter.

C. Regarding the format of the questionnaire:

The sample questionnaire pages or impressions you received are printed on 8½ x 14" legal size sheets.

(1) If you can print all of your 60+ competency statements and descriptors on three sides of 8½ x 14" paper and have the available printing equipment, consider printing a one-sheet, fold-out questionnaire. Print the directions on the cover and your statements on the 3 remaining pages.

(2) If you don't have the printing capability to print 14 x 17" sheets and/or if you can't gracefully fit all of your descriptors and competency statements on three 8½ x 14" sheets, then print your directions page on one separate 8½ x 14" sheet and spread out your 60+ CS's and descriptors on both sides of two 8½ x 14" sheets. Collate and staple these three 8½ x 14" sheets of paper in the upper left corner. (NOTE: The first is the example page.)

(?) Be sure to check the weight of the combined cover letter, questionnaire and envelopes for mailing. The materials mailed in the third field test were at the maximum weight that can be mailed for 13¢.

11. Arrange for typing, addressing and stuffing envelopes for pre-letter (use letterhead, high quality envelopes if possible). Request return of letter if party no longer lives at that address (print or stamp this request on the outside of the envelope). (Eg. "Do not forward, return to sender" - or "Address correction requested, return requested"--Check with your Post Office.)

12. Send out Pre-letter on or before May 23.

13. Arrange for addressing and stuffing of envelopes for cover letter and questionnaire packet. Use # 10 envelope on the outside and a #9 stamped, return envelope (with folded questionnaire and cover letter in it) on the inside. Also, if there were any "No Longer at This Address" or "Undeliverable" returns from your Pre-letter mailout, you should have received them by now and substituted other randomly selected respondents in their place. (See Step #5, B, (5)

14. Be prepared for press briefing if requested. Release only the example page prior to June 2.

15. Send out the cover letter and questionnaire on or before June 2.

16. Release entire questionnaire (upon request) to press on or after June 2.

17. Track incoming returns on a daily basis. Record return dates on the "Master List."

18. Check Master List for nonreturns two or three days prior to mailout of first follow-up. Arrange for addressing and stuffing of envelopes regarding first follow-up (letter and questionnaire and posted, return envelope).

19. Check for returns on morning of first follow-up mailout. Send out first follow-up materials on or before June 12.

20. Send returned questionnaires to Frank Reardon (for coding) on a weekly basis (June 12, 22, 30 and July 14). Also send Frank a copy of your "Master List" (with columns 1-3 deleted) on June 12. (All entries won't be complete at that time, but Frank will need the list for coding purposes.

21. Send Frank Reardon your "completed Master List" on July 14 with your last return questionnaire shipment.

22. After data coding is completed, Frank will return all of your district's questionnaires to you. (Most likely by mid- or late August).

23. After the data is processed, Frank and the Project 81 staff will send you a summary of the responses to all three questions for each competency (in August or September). The percent of responses to each question foil (raw number who responded to a question foil divided by the total number of respondents) and a ranking of competency statements for each question will be reported along with the percent of nonrespondents overall.

24. We will share, discuss and interpret ,our district's results with you in person at the August or September Coordinators' Meeting.

25. Thank you for your patience. The process, up to now, has been demanding and the successful implementation of the survey will be even more demanding. It will require very systematic effort and great attention to detail. However, the whole project is a team effort and if you have any questions or need any help, please call!

CHART 1

Timeline

May 12	Sample survey to coordinators
12	Clear pre-cover and follow-up letters with Judy
23	Clear Questionnaire with Judy
23	Mail pre-letter (10 days pre-mailout)
26	Printing of survey completed
June 2	Mail survey
12	Mail 1st follow-up
12	Begin submitting raw data to Frank. Also, send Frank a copy of your Master List.
22	Mail 2nd follow-up
30	Mail 3rd follow-up
July 14	Close data collection

CHART 2

Givens	Options
Descriptors unique to districts	Letter wording
Indicate sex on Master Sample Chart Also include age and demographic status if possible (optional).	Cosigners on letter
	Public relations
Mail survey	Follow-up procedures
Approved pre- follow-up letters	
Random sample	
Analysis by PDE	
Data Reports • Frequency by district • Ranking by mean response	• Correlation data
Goal-100% return rate	
Survey (RBS/PDE)	
70 statement limit	
Whole questionnaire	
Survey instrument must be approved	- Local list circulated freely - Release instruction page prior to pre-mailing - Release whole thing after mailing

QUESTIONS

1. Send new survey with each follow-up. - Yes
2. Can all teachers, administrators, etc., be asked to respond? - Yes, but the data cannot be aggregated.
3. What is the total sample? 400
4. What are the givens? (See appropriate page)
5. Should the districts include an activities summary? - Local discretion.
6. Should the instructions be translated to Spanish? - Yes, if needed.
7. What's a stratified random sample? Don't worry.
8. Acceptable response rate? Goal is 100%!
9. Can you have a partial mailout? - No (Unless negotiated with Judy and Frank)
10. How will the PIs be added? - District responsibility.
11. All mail at the same time? (Within 1-2 weeks)
12. Will there be state PR? - No
13. Who signs letters? - Superintendent and others his discretion.

ATTACHMENT A-1, SYSTEMATIC SAMPLING WITH A RANDOM START

Systematic Sampling With Random Start

It is difficult to obtain a sample perfectly representative of a population. However, for our purposes a sample can be drawn which will sufficiently reflect the characteristics of a given community group providing the information you need.

In order to choose the specific respondents (persons or families) to be included in a sample, a technique known as probability sampling can be used. In probability sampling, (1) the process for selecting respondents is not left to the judgment or convenience of the investigator and (2) the probability that a given respondent will be included in the sample is known.

Numerous probability sampling techniques can be used. Four of the most common of these techniques are:

- Simple random sampling
- Systematic sampling
- Cluster sampling
- Stratified sampling

Strictly speaking, systematic sampling is not a probability sampling method. It is easy to understand and, in practice, easier to carry out than simple random sampling. For this reason a systematic sampling approach is suggested for this problem. Suppose you want to select 100 people for a sample from a population of 1,000 people. Using a systematic sampling procedure, you could divide 1,000 by 100 obtaining 10 for your sampling interval. Every tenth name on the list of eligible respondents would then be selected for the sample.

For systematic sampling with a random start, you should select a number from your random numbers table. If your interval size (population/sample size) is three digits, select the first three numbers; if four, the first four, etc. If the number selected exceeds the interval, select the next three digits. Once a number in the interval is located, this becomes the random starting point. Thereafter, this number is incremented by the interval size for selection of the sample.

Example: Interval size = 500
First three random numbers are 876, next three are 409.
409 is in the interval.
Persons in the sample are 409, 909, 1409, 1909, 2409, etc.

You would record every name appearing at the appropriate interval on your list as a name to be included in the sample.

If your procedures are applied correctly, you should be nearing the end of the list when you have selected the desired number of people for your sample. If you are not or if you reach the end of the list without drawing the number of individuals desired, you have made a procedural mistake which can be easily corrected.

Systematic sampling, like random sampling, however, requires a complete master list of eligible respondents. Sometimes the list of eligible respondents may contain an order in the listing of names that is correlated with the information that you are seeking; when this is the case, the method is biased.

ATTACHMENT A-2, POSSIBLE SAMPLING LISTS

Possible Lists for Community Sampling Frames

There are any number of lists which might serve as the sampling frame for this study. There is probably no list that is completely comprehensive and completely accurate. To simplify the process of developing a sampling frame for the population of your school district, it is probably best to use a list which is coterminous with the district's boundaries.

Several lists of this type exist. Included among them are:

1. Local property tax list
2. School district census list
3. Per capita tax list
4. Local wage and income tax list
5. Occupation tax list
6. Real estate transfer tax list
7. State income tax list
8. Voter registration list

These lists are selected because they will not include people outside your school district, allowing the entire list to serve as the sampling frame with no elimination problems.

Each of these lists has problems. Most are tax lists and would not identify those persons not liable for the appropriate tax. The school district census list only includes people with children in school. Property tax lists include only property owners. Transfer tax lists include only people buying or selling property in the given year in the district.

Any list will have shortcomings, but the lists presented here seem to offer the best possibility of available useable sampling frames.

SAMPLE MASTER LIST

1	2	3	4	5	6	6A	7	8	9	10	11	12	13		14	
Name	Address	Telephone Number	I.D. Number	Sex	Age	Demographic Status	Date of Preletter Mailout	Date of Cover Letter Survey Mailout	Date of First Follow-up	Date/Nature of 2nd Follow-up	Date/Nature of 3rd Follow-up	Date of Return of Survey	Survey Conditions: Color Yes	Color No	Comments Yes	Comments No
			001													
			002													
			003													
			004													
			005													
			006													
			007													
			008													
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			397													
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			399													
			400													

Attachment A-3

D 12

ATTACHMENT A-4, SAMPLE PRE-LETTER

_____ SCHOOL DISTRICT
_____ PA 17963

Dear Friend:

Our school district is one of only 12 model sites in Pennsylvania chosen by the Department of Education to be part of Project 81. It's a program to help make sure graduating students can apply the basic skills and knowledge they learned in school to real life situations.

Project 81 depends on community participation. Students, teachers and your friends and neighbors in _____ have already suggested a list of skills high school graduates need. You were selected at random to be included in a survey to see if you think that these skills are important for adults, important to teach in school and important enough to be required before getting a diploma. We will be using what you tell us to see how we might change what we teach. We will also be sharing your ideas with educators in Harrisburg to see if the requirements for graduation in Pennsylvania should be changed.

We very much need your help. In order to get your ideas, we will be sending you a _ page survey on (give date). The survey contains the list of skills people in _____ have already suggested high school graduates need. We'd like to know whether you think these skills are important for adults, important to teach in school and important enough to be required before getting a diploma.

We are enclosing some information about Project 81. If you have any questions about the Project, now or later, please feel free to call (coordinator's name), your Project 81 Coordinator, at (phone number).

We hope we can count on you to participate in the survey! Thank you!

Sincerely,

ATTACHMENT A-5, SAMPLE COVER LETTER

_____ SCHOOL DISTRICT
_____ PA 19763

March 22, 1978

Dear Mr. Jones:

Here is the survey form we promised you in our letter of March 14, 1978. The survey contains a list of skills which students, school staff and your friends and neighbors in _____ have already suggested high school graduates need. We'd like to know whether you feel these skills are important for adults, important to teach in school and important enough to be required before getting a diploma.

Your response is very important to us. You are one of only 400 people in the _____ area who were chosen by chance drawing (randomly) to take part in this survey. Your ratings and comments will be used to help us set priorities and to make decisions about what is to be taught in our schools in the future. Your responses will also help us decide if we need to make changes in the standards we set for our high school diploma.

Please complete the enclosed form as soon as possible and return it in the stamped envelope provided. The number on the form will be used to help us contact persons not returning the form. Your name, of course, will never be connected with your individual answers.

We need responses from everyone for the results to be mainingful. We will be in touch with you again--to thank you very, very much when you return the form--or, to remind you very politely to return it if we do not hear from you.

Please call the Project 81 coordinator, _____, at 345-8874 if you have any questions--about the survey or about Project 81 itself.

We appreciate your interest and your help!

Sincerely,

Coordinator Superintendent

PLEASE COMPLETE THIS FORM AND RETURN IT AS SOON AS POSSIBLE...THANK YOU!

D 14

ATTACHMENT A-6, SAMPLE FOLLOW-UP LETTER

_____ SCHOOL DISTRICT
_____ PA 19016

Dear (Friend)

We are concluding the data collection phase of our community opinion survey regarding the high school competency statements proposed in phase 1 of Project 81. As of this date, we have not received a completed questionnaire from you and are eagerly awaiting its return.

Perhaps you have been very busy or perhaps you have just forgotten about us. In any event, we would be extremely appreciative if you would take a few minutes from your busy schedule to give us some help.

A second questionnaire is enclosed. We urgently request that you complete it now and return it in the self-addressed, stamped envelope which we enclosed for your convenience.

Your response is especially important to us....You were selected by a random procedure and we cannot substitute the response of an alternate person in your place if you do not respond....We hope that you will agree that the time which we are requesting is reasonable given the expected significance of Project 81 to the community.

If you have any questions or desire further clarification about any aspect of Project 81, please call (Local Coordinator) at _____.

We look forward to receiving your completed questionnaire.

Sincerely,

_____
Local Coordinator

D 15

ATTACHMENT A-7 SAMPLE QUESTIONNAIRE

PROJECT 81 COMMUNITY OPINION SURVEY
AREA SCHOOL DISTRICT

INTRODUCTION

The first and foremost goal of the Area Schools is to teach basic skills and knowledge at all grade levels. However, we are also concerned that students be able to use their basic skills and knowledge in life situations. The statements we are asking you to rate were suggested by volunteer students, school staff and community members from our school district. These statements deal with many of the ways in which basic skills and knowledge might be used in life situations..

Please read the example below completed by an imaginary person in our school district. Then rate the statements on the following pages in the way shown in the example.

EXAMPLE

Volunteer students, teachers and community members from our school district said that, "A person leaving school should have the knowledge or skill to be able to ..."	Question A *How important is it that adults in general be able to:*				Question B *How important it is that students in our schools be taught to:*				Question C *Do you RECOMMEND that, in order to receive a high school diploma, a student should be able to:*	
	VERY IMPORTANT	IMPORTANT	LESS IMPORTANT	NOT IMPORTANT	VERY IMPORTANT	IMPORTANT	LESS IMPORTANT	NOT IMPORTANT	YES	NO
FUNCTION WITHIN THE AMERICAN SYSTEM OF LAW										
1. Use legal documents (Understand contracts, permits, licenses, wills, leases, warranties, guarantees, deeds, petitions)	(VI)	I	LI	NI	(VI)	I	LI	NI	(Y)	N
2. Exercise legal rights (Civil rights, constitutional rights, renter's rights, property rights, rights in court)	(VI)	I	LI	NI	VI	(I)	LI	NI	Y	(N)

EXPLANATION

- *In #1 above, the person circled VI, VI and Y for "USE LEGAL DOCUMENT." That means that this person thinks that the USE OF LEGAL DOCUMENTS is Very Important (VI) to adults in general, and Very Important (VI) to teach in our schools. This person also thinks that students should be able to USE LEGAL DOCUMENTS in order to receive a high school diploma (circled Y for Yes).*

- *In #2 above, the person circled VI, I and N for "EXERCISE LEGAL RIGHTS." That means that this person thinks that EXERCISE OF LEGAL RIGHTS is Very Important (VI) to adults in general and Important (I) to teach in our schools. However, this person did not think that students had to know how to EXERCISE LEGAL RIGHTS in order to receive a high school diploma (circled N for No).*

Rate the statements on the following pages in the way shown in the above example.

PROJECT 81 COMMUNITY OPINION SURVEY

Please complete and return this form

Please CIRCLE one response for each of the THREE questions for EACH statement.

Volunteer students, teachers and community members from our school district said that, "A person leaving school should possess or be able to....."	Question A: HOW IMPORTANT IS IT THAT ADULTS IN GENERAL BE ABLE TO: (VERY IMPORTANT / LESS IMPORTANT / NOT IMPORTANT)	Question B: HOW IMPORTANT IT IS THAT STUDENTS IN OUR SCHOOLS BE TAUGHT TO: (VERY IMPORTANT / LESS IMPORTANT / NOT IMPORTANT)	Question C: DO YOU RECOMMEND THAT, IN ORDER TO RECEIVE A HIGH SCHOOL DIPLOMA, A STUDENT SHOULD BE ABLE TO: (YES / NO)
Manage Personal Finances			
1. *CREATE AND USE A BUDGET* (Format, basic needs, calculate personal finances, know monetary concepts, keep financial records)	VI I LI NI	VI I LI NI	Y N
2. *PERFORM ROUTINE BANKING* (Identify banking services, manage savings and checking accounts, understand interest rates, use various banking facilities)	VI I LI NI	VI I LI NI	Y N
3. *APPLY FOR AND USE CREDIT* (Establish credit, compare credit, and cash buying, use credit cards properly, know types of loans and repayment policies)	VI I LI NI	VI I LI NI	Y N
4. *BUY INSURANCE* (Know types of insurance, how to buy insurance, insurance needs, benefits of insurance)	VI I LI NI	VI I LI NI	Y N
5. *RENT OR LEASE PROPERTY* (advantages and disadvantages of leasing, know how to use rental agencies)	VI I LI NI	VI I LI NI	Y N
6. *BUY REAL ESTATE* (Select a realtor, understand a mortgage, evaluate qualities of a home, know property values)	VI I LI NI	VI I LI NI	Y N
7. *MAKE INVESTMENTS* (Know how to invest funds, where to invest funds, when to invest funds, understand stocks)	VI I LI NI	VI I LI NI	Y N
8. *COMPARE VALUES OF GOODS AND SERVICES* (Know quality products, compare prices,	VI I LI NI	VI I LI NI	Y N
9. *USE CONSUMENT PROTECTION PROCEDURES* (Use agencies, know legal rights of consumer, use consumer guides, evaluate advertising)	VI I LI NI	VI I LI NI	Y N
MAINTAIN FAMILY/PERSONAL PROPERTY			
10. *PERFORM ROUTINE MAINTENANCE ON MOTORIZED VEHICLES* (Basic auto mechanics, care maintenance, basic repairs)	VI I LI NI	VI I LI NI	Y N
11. *PERFORM ROUTINE HOME REPAIRS* (Minor home appliance repairs, carpentry, plumbing, electrical repairs)	VI I LI NI	VI I LI NI	Y N
12. *PERFORM ROUTINE HOMEMAKING TASKS* (Laundry, sewing, decorating, cooking)	VI I LI NI	VI I LI NI	N
13. *USE TOOLS, MACHINES AND HOME APPLIANCES* (Household appliances, measurement instruments, basic tools)	VI I LI NI	VI I LI NI	N
14. *CARE FOR ANIMALS* (Farm animals, pets)	VI I LI NI	VI I LI NI	Y N
15. *CARE OF PLANTS* (Crops, home gardens, lawns)	VI I LI NI	VI I LI NI	Y N

Appendix E

Partial
Summary of Survey Results
at a
Sample Pilot Site

FIGURE 1

1 of 4

PROJECT 81 COMMUNITY OPINION SURVEY

Please complete and return this form

Please CIRCLE one response for each of the THREE questions for EACH statement.

Volunteer students, school staff and community members from our school district said that, "A person leaving school should have the skills and knowledge to be able to . . ."	Question A: HOW IMPORTANT IS IT THAT ADULTS IN GENERAL BE ABLE TO: — VERY IMPORTANT (VI)	LESS IMPORTANT (LI)	NOT IMPORTANT (NI)	Question B: HOW IMPORTANT IS IT THAT STUDENTS IN OUR SCHOOLS BE TAUGHT TO: — VERY IMPORTANT (VI)	LESS IMPORTANT (LI)	NOT IMPORTANT (NI)	Question C: DO YOU RECOMMEND THAT, IN ORDER TO RECEIVE A HIGH SCHOOL DIPLOMA, A STUDENT SHOULD BE ABLE TO: — YES (Y)	NO (N)
Manage Personal Finances								
1. **CREATE AND USE A BUDGET** (Bills, expenses, debts)	100%			94%			69%	
2. **PERFORM ROUTINE BANKING** (Checks, deposit slips, withdrawal slips, interest)	97			90			67	
3. **APPLY FOR AND USE CREDIT** (Applications, credit cards, credit limits, loans)	84			65			36	
4. **BUY INSURANCE** (Types, coverage, policies, needs)	92			74			38	
5. **RENT OR LEASE PROPERTY** (Costs, locations, leases, needs)	86			62			29	
6. **BUY REAL ESTATE** (Mortgage, locations, needs, zoning)	81			54			22	
7. **MAKE INVESTMENTS** (Stocks, bonds, stock market, mutual funds)	53			41			15	
8. **COMPARE VALUES OF GOODS/SERVICES** (Unit prices, merchandise, discounts, marketing)	90			81			51	
9. **USE CONSUMER PROTECTION PROCEDURES** (Complaints, consumer guides, advertising gimmicks, consumer rights and responsibilities)	81			71			34	
Maintain Family/Personal Property								
10. **PERFORM ROUTINE MAINTENANCE ON MOTORIZED VEHICLES** (Cars, automotive parts, maintenance, manuals, repairs)	61			51			19	
11. **PERFORM ROUTINE HOME REPAIRS** (Electrical, plumbing, carpentry, winterizing, appliances)	72			57			19	
12. **PERFORM ROUTINE HOMEMAKING** (Cleaning, cooking, laundering, decorating)	83			71			30	
13. **USE TOOLS, MACHINES AND HOME APPLIANCES** (Messages, measurement devices, calculators, home appliances)	79			67			36	
14. **CARE FOR ANIMALS** (Pets, livestock)	45			38			15	
15. **CARE FOR PLANTS** (Gardens, crops, soil erosion, lawns)	40			32			14	
Function Within the American System of Law								
16. **USE LEGAL DOCUMENTS** (Licenses, wills, contracts, petitions, constitutions)	95			84			61	
17. **EXERCISE LEGAL RIGHTS** (Civil rights, human rights, rights in court)	90			83			49	
18. **PRACTICE LEGAL RESPONSIBILITIES** (Laws, policies)	82			73			47	
Preserve the Environment								
19. **PRACTICE ENERGY CONSERVATION** (Fuel, energy production)	93			88			48	

WHAT ARE THE RESULTS?

THE NEXT 3 PAGES, TABLES 2, 3, AND 4, EACH FOCUS ON ONE QUESTION WITH INFORMATION ABOUT THE OTHER TWO QUESTIONS READILY AVAILABLE.

TABLE 2 SHOWS ALL 71 ITEMS RANKED FROM HIGHEST TO LOWEST ACCORDING TO QUESTION A - "HOW IMPORTANT IS IT THAT ADULTS IN GENERAL BE ABLE TO..."

TABLE 3 SHOWS THE RANKING OF THE ITEMS ACCORDING TO QUESTION B - "HOW IMPORTANT IS IT THAT STUDENTS IN OUR SCHOOLS BE TAUGHT TO..."

FINALLY, TABLE 4 SHOWS THE PERCENTAGE OF PEOPLE WHO INDICATED THAT AN ITEM SHOULD BE PART OF THE DIPLOMA.

TABLE 2

Approach To Project 81 ... An ESEA Title IV-C Project

UPDATE

PAST
PRESENT
& FUTURE

No.

Date

COMMUNITY SURVEY RESULTS

FOR QUESTIONS A+B, NUMBERS ARE THE ADDITION OF PERCENT (%) CHOOSING VERY IMPORTANT (VI) + PERCENT CHOOSING IMPORTANT (I); FOR QUESTION C, NUMBERS ARE PERCENT YES (Y)

RANK BASED ON QUESTION A: HOW IMPORTANT IS IT THAT ADULTS IN GENERAL BE ABLE TO...	A	B	C
Create and use a budget	100	94	69
Practice health habits	100	97	69
Perform routine banking	97	90	67
Meet tax responsibilities	96	91	66
Use parenting skills	96	84	44
Use voting procedures	94	90	70
Practice work responsibilities	98	93	63
Practice safety techniques	96	90	61
Use health services	96	88	44
Apply for a job	95	95	74
Make decisions related to family plan	94	82	46
Accept difference in others	96	93	55
Prepare for a job	95	94	72
Use legal documents	95	84	61
Cope with emotional conditions	94	84	44
Make decisions related to marriage	92	78	35
Perform job tasks	97	89	53
Practice nutrition	97	90	51
Perform first aid	94	89	62
Assess personal capabilities	95	90	60
Help in emergency situations	95	87	53
Use governmental services	93	77	42
Assess personal career capabilities	94	92	62
Buy insurance	92	74	38
Select candidates for public office	92	82	48
Practice energy conservation	93	88	48
Develop a positive self-concept	91	88	48
Care for other family members	94	77	31
Adapt to change	91	83	44
Maintain physical fitness	93	89	56
Prevent pollution	92	86	50
Locate job opportunities	92	89	54
Analyze career benefits	92	86	51
Assess career goals	90	94	59
Compare values of goods & services	90	81	51
Exercise legal rights	90	83	49
Interact with other individuals/gps	88	85	51
Analyze career opportunities	90	87	55
Conserve natural resources	92	84	39
Express ideas & concerns to govt	87	76	37
Develop sex attitudes	86	75	3[illegible]
Understand purpose & goal of ed.	89	87	4[illegible]
Apply for and use credit	84	65	3[illegible]
Rent or lease property	86	62	2[illegible]
Practice legal responsibilities	82	73	4[illegible]
Operate motorized vehicles	81	73	4[illegible]
Use consumer protections procedures	81	71	3[illegible]
Use educational services	88	89	4[illegible]
Performing routine homemaking	83	71	3[illegible]
Use proper study techniques	81	89	6[illegible]
Apply basic survival skills	80	73	4[illegible]
Buy real estate	81	54	2[illegible]
Protect wildlife	76	66	2[illegible]
Use mental health services	82	67	2[illegible]
Exercise job rights	76	71	3[illegible]
Explain how the body works	76	75	4[illegible]
Use tools, machines & home appliance	79	67	3[illegible]
Participate in recreational act.	73	62	2[illegible]
Perform routine home repairs	72	57	1[illegible]
Benefit from advanced studies	69	79	4[illegible]
Use recreational resources	66	60	2[illegible]
Take part in testing	59	77	5[illegible]
Analyze ecological conditions	58	52	2[illegible]
Perform routine maintenance on veh.	61	51	1[illegible]
Make investments	53	41	1[illegible]
Participate in literary arts	50	53	2[illegible]
Participate in fine arts	47	48	2[illegible]
Care for animals	45	38	1[illegible]
Participate in applied arts	40	43	1[illegible]
Care for plants	40	32	1[illegible]
Participate in performing arts	35	42	1[illegible]

E 4

TABLE 3

Approach To Project 81 ... An ESEA Title IV-C Project

UPDATE

PAST
PRESENT
& FUTURE

No.

Date

COMMUNITY SURVEY RESULTS

FOR QUESTIONS A+B, NUMBERS ARE THE ADDITION OF PERCENT (%) CHOOSING VERY IMPORTANT (VI) + PERCENT CHOOSING IMPORTANT (I); FOR QUESTION C, NUMBERS ARE PERCENT YES (Y)

RANK BASED ON QUESTION B: HOW IMPORTANT IS IT THAT STUDENTS IN OUR SCHOOLS BE TAUGHT TO...	B	C	A
Practice health habits	97	69	99
Apply for a job	95	74	97
Prepare for a job	94	72	95
Assess career goals	94	59	90
Accept differences in others	93	55	96
Create and use a budget	94	69	100
Use voting procedures	90	70	94
Practice work responsibilities	93	63	98
Meet tax responsibilities	91	66	96
Assess personal career respons.	92	62	94
Practice safety techniques	90	61	96
Assess personal capabilities	90	60	95
Perform first aid	89	62	94
Locate job opportunities	89	54	92
Practice nutrition	90	51	97
Maintain physical fitness	89	56	93
Use proper study techniques	89	62	81
Perform job tasks	89	53	97
Perform routine banking	90	67	97
Analyze career opportunities	87	55	90
Use health services	88	44	96
Practice energy conservation	88	48	93
Use parenting skills	84	44	96
Understand purpose & goal of ed.	87	46	89
Analyze career benefits	86	51	92
Interact with other individuals	85	51	88
Cope with emotional conditions	84	44	94
Make decisions related to family plan	82	46	94
Help in emergency situations	87	53	95
Develop a positive self-concept	88	48	91
Prevent pollution	86	50	92
Use educational services	89	46	88
Use legal documents	84	61	95
Adapt to change	83	44	91
Select candidates for public office	82	48	92
Make decisions related to marriage	78	35	92
Exercise legal rights	83	49	90
Compare values of goods & services	81	51	90
Conserve natural resources	84	39	92
Care for other family members	77	31	94
Use governmental services	77	42	93
Benefit from advanced studies	79	42	69
Develop sex attitudes	75	39	86
Take part in testing	77	54	59
Operate motorized vehicles	73	41	81
Practice legal responsibilities	73	47	82
Express ideas & concerns to govt	76	37	87
Explain how the body works	75	46	76
Buy insurance	74	38	92
Apply basic survival skills	73	40	80
Exercise job rights	71	34	76
Use consumer protection procedures	71	34	81
Perform routine homemaking	71	30	83
Protect wildlife	66	25	76
Use mental health services	67	22	82
Apply for and use credit	65	36	84
Use tools, machines & home appli.	67	36	79
Participate in recreational act.	62	24	72
Rent or lease property	62	29	86
Use recreational resources	60	21	66
Perform routine home repairs	57	19	72
Buy real estate	54	22	81
Analyze ecological conditions	52	26	58
Participate in literary arts	53	27	50
Perform routine main. of vehicles	51	19	61
Participate in fine arts	48	21	47
Participate in applied arts	43	17	40
Participate in performing arts	42	17	35
Make investments	41	15	39
Care for animals	38	15	45
Care for plants	32	14	40

TABLE 4

Approach To Project 81 ... An ESEA Title IV-C Project

UPDATE

PAST
PRESENT
& FUTURE

No.

Date

COMMUNITY SURVEY RESULTS

FOR QUESTIONS A+B, NUMBERS ARE THE ADDITION OF PERCENT (%) CHOOSING VERY IMPORTANT (VI) + PERCENT CHOOSING IMPORTANT (I); FOR QUESTION C, NUMBERS ARE PERCENT YES (Y)

RANK BASED ON QUESTION C: DO YOU RECOMMEND THAT, IN ORDER TO RECEIVE A HIGH SCHOOL DIPLOMA, A STUDENT SHOULD BE ABLE TO...

	C	A	B
Apply for a job	74	95	95
Prepare for a job	72	95	94
Use voting procedures	70	94	90
Create and use a budget	69	100	94
Practice health habits	69	99	97
Perform routine banking	67	97	90
Meet tax responsibilities	66	96	91
Practice work responsibilities	63	98	93
Assess personal career capabilities	62	94	92
Use proper study techniques	62	81	89
Perform first aid	62	94	89
Use legal documents	61	95	84
Practice safety techniques	61	96	90
Assess personal capabilities	60	95	90
Assess career goals	59	90	94
Maintain physical fitness	56	93	89
Accept differences in others	55	96	93
Analyze career opportunities	55	90	87
Locate job opportunities	54	92	89
Take part in testing	54	59	77
Help in emergency situations	53	95	87
Perform job tasks	53	97	89
Compare values of goods & services	51	90	81
Analyze career benefits	51	92	86
Practice nutrition	51	97	90
Interact w/other individuals/groups	51	88	85
Prevent pollution	50	92	86
Exercise legal rights	49	90	83
Select candidates for public office	48	92	82
Practice energy conservation	48	93	88
Develop a positive self-concept	48	91	88
Practice legal responsibilities	47	82	73
Understand purpose and goal of ed.	46	89	87
Use educational services	46	88	89
Explain how the body works	46	76	75
Make decisions related to family plan	46	94	82
Use parenting skills	44	96	84
Adapt to change	44	91	83
Use health services	44	96	88
Cope with emotional conditions	44	94	84
Benefit from advanced studies	42	69	79
Use governmental services	42	93	77
Operate motorized vehicles	41	81	73
Apply basic survival skills	40	80	73
Conserve natural resources	39	92	84
Develop sex attitudes	39	86	75
Buy insurance	38	92	74
Express ideas & concerns to govt	37	87	76
Apply for and use credit	36	84	65
Use tools, machines and home appl.	36	79	67
Make decisions related to marriage	35	92	78
Use consumer protection procedures	34	81	71
Exercise job rights	34	76	71
Care for other family members	31	94	77
Perform routine homemaking	30	83	71
Rent or lease property	29	86	62
Participate in literary arts	27	50	53
Analyze ecological conditions	26	58	52
Protect wildlife	25	76	66
Participate in recreational act.	24	73	62
Use mental health services	22	82	67
Buy real estate	22	81	54
Participate in fine arts	21	41	48
Use recreational resources	21	66	60
Perform routine maintenance on veh	19	61	51
Perform routine home repairs	19	72	57
Participate in applied arts	17	40	43
Participate in performing arts	17	35	42
Care for animals	15	45	38
Make investments	15	53	41
Care for plants	14	40	32

Chart 2 shows one way of summarizing the results from the previous tables.

CHART 2

NUMBER OF ITEMS WITHIN A PERCENTILE BAND FOR EACH QUESTION.

% VI & % V	A	B	C
100 - 90	33	12	
90 - 80	19	25	
80 - 70	7	17	2
70 - 60	2	6	12
60 - 50	5	6	12
50 - 40	3	4	16
40 - 30	2	2	12
30 - 20			11
20 - 10			6

... OVERALL

- THE HIGH PERCENTAGES FOR QUESTION A TELLS US THAT OUR ITEMS WERE INDEED IMPORTANT TO OUR COMMUNITY.
- MOST OF THE ITEMS HAVE A PLACE IN THE SCHOOLS, BUT THAT THE SCHOOLS ARE NOT SOLELY RESPONSIBLE.
- MANY OF THE THINGS THAT ARE IMPORTANT FOR SCHOOLS TO TEACH SHOULD NOT FIGURE IN THE AWARDING OF THE DIPLOMA.